

ARTICLE 7

Definition of Transition

511 IAC 7-43-3 Review of transition age students
Authority: IC 20-19-2-8; IC 20-19-2-16
Affected: IC 20-19-2; IC 20-35

Sec. 3. Upon obtaining written consent from parents or students of legal age to disclose confidential educational records in accordance with 511 IAC 7-38-1(q)(1), the public agency and the vocational rehabilitation counselor must confer at least one (1) time per year to review transition age students. If the public agency and the vocational rehabilitation counselor believe a student may be eligible for and benefit from vocational rehabilitation services, the public agency must do the following:

(1) Obtain written consent, as defined in 511 IAC 7-32-17, from the parent or the student of legal age to invite the vocational rehabilitation counselor to the CCC meeting that will take place during the school year before the student's projected final year of school, or earlier, if appropriate.

(2) Provide adequate notice to the vocational rehabilitation counselor regarding the CCC meeting described in subdivision (1). The notification to the vocational rehabilitation counselor must include the:

- (A) name;
- (B) address;
- (C) age; and
- (D) identified disability;

of the student for whom the CCC meeting is being conducted.

(3) At the CCC meeting, orally advise and provide written materials to the student and the parent that describe the:

- (A) array of vocational rehabilitation services that may be available; and
- (B) process to access those services.

(Indiana State Board of Education; 511 IAC 7-43-3)

511 IAC 7-43-4 Transition individualized education program

Authority: IC 20-19-2-8; IC 20-19-2-16

Affected: IC 20-19-2; IC 20-35

Sec. 4. (a) The CCC must develop a transition IEP that will be in effect when the student:

- (1) enters into grade 9; or
- (2) becomes fourteen (14) years of age;

whichever occurs first, or earlier if determined appropriate by the CCC.

(b) This section does not apply to a student:

- (1) convicted as an adult under state law; and
- (2) incarcerated in an adult prison;

if the student's eligibility under this article will end because of the student's age, before the student will be eligible to be released from prison based on consideration of the student's sentence and eligibility for early release.

(c) The review and revision of a transition IEP must be in accordance with this section and 511 IAC 7-42-9.

(d) Notice of a CCC meeting to develop or revise a transition IEP must be in accordance with 511 IAC 7-42-2.

(e) The members of the CCC who must participate in the development or revision of a transition IEP are specified in 511 IAC 7-42-3(d)(2), which states that the public agency must invite:

- (1) the student, and, if the student does not attend, the public agency must take other steps to ensure that the student's preferences and interests are considered; and
- (2) to the extent appropriate, and with the consent of the parent (or student of legal age as defined in 511 IAC 7-32-91), a representative of any participating agency (other than the public agency) likely to be responsible for providing or paying for transition services.

(f) When developing or revising a student's transition IEP, a CCC must consider the general and special factors described in 511 IAC 7-42-6(b) and 511 IAC 7-42-6(c).

(g) A general education teacher of the student, as a member of the CCC, must, to the extent appropriate, participate in the development or revision of a student's transition IEP, including the determination of the following:

- (1) Appropriate positive behavioral interventions and supports and other strategies for the student.
- (2) Supplementary aids and services, program modifications, and support for school personnel consistent with subsection (h)(8).

(h) A transition IEP must contain the following:

(1) A statement of the student's present levels of academic achievement and functional performance, including the following:

(A) How the student's disability affects the student's involvement and progress in the general education curriculum.

(B) Information from age appropriate transition assessments of:

- (i) strengths;
- (ii) preferences; and
- (iii) interests.

(2) Appropriate measurable postsecondary goals, based upon age appropriate transition assessments that are related to:

- (A) training;
- (B) education;
- (C) employment; and
- (D) where appropriate, independent living skills.

(3) Documentation regarding whether the student will pursue a:

- (A) high school diploma as defined in 511 IAC 6-7.1-1(e); or
- (B) certificate of completion.

(4) The transition services, as defined at 511 IAC 7-32-100, needed to assist the student in reaching postsecondary goals, including the individuals and agencies identified for implementing the transition services.

(5) If appropriate based upon the transition services identified in subdivision (4), documentation that the CCC

reviewed information, and the public agency presented written information to the parent and student, regarding available adult services provided through state and local agencies and other organizations to facilitate student movement from the public agency to adult life. Adult services may include, but are not limited to, services provided by the following:

- (A) A vocational rehabilitation services program.
 - (B) The department of workforce development.
 - (C) The Social Security Administration.
 - (D) The bureau of developmental disabilities services.
 - (E) A community mental health center.
 - (F) A community rehabilitation program.
 - (G) An area agency on aging.
- (6) The following:
- (A) A statement of measurable annual goals, including academic and functional goals designed to support and align with the student's postsecondary goals, that meet:
 - (i) the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum; and
 - (ii) each of the student's other educational needs that result from the student's disability.
 - (B) For students who participate in alternate assessments aligned to alternative academic achievement standards, a description of benchmarks or short-term objectives.
- (7) A description of the following:
- (A) How the student's progress toward meeting the postsecondary and annual goals described in subdivision (6) will be measured.
 - (B) When periodic reports on the progress the student is making toward meeting the postsecondary and annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.
- (8) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to do the following:
- (A) Advance appropriately toward attaining the postsecondary and annual goals.
 - (B) Be involved in and make progress in the general education curriculum in accordance with subdivision (1) and participate in extracurricular and other nonacademic activities.
 - (C) Be educated and participate with other students with disabilities and nondisabled students in the activities described in this article.
- (9) An explanation of the extent, if any, to which the student will not participate with nondisabled students in:
- (A) the general education environment; and
 - (B) extracurricular and other nonacademic activities.
- (10) A statement regarding the student's participation in statewide or local assessments of student achievement, including the following:
- (A) Any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student consistent with 511 IAC 7-36-10.
 - (B) If the CCC determines, in accordance with 511 IAC 7-36-10(g) and 511 IAC 7-36-10(h), that the student must take an alternate assessment of student achievement, instead of a particular statewide or local assessment, a statement:
 - (i) of why the student cannot participate in the general assessment;
 - (ii) of why the particular alternate assessment selected is appropriate for the student; and
 - (iii) documenting that the public agency informed the parent that the student's performance will not be measured against grade-level academic achievement standards.
- (11) The projected date for initiation of services and modifications described in subdivision (8) and the anticipated length and frequency, location, and duration of services and modifications.
- (12) Courses of study to achieve postsecondary goals.
- (13) A statement of the student's need for extended school year services consistent with 511 IAC 7-36-4(c) and 511 IAC 7-36-4(d).
- (14) Identification of the placement in the least restrictive environment as described in 511 IAC 7-42-10.
- (15) Beginning not later than one (1) year before the student becomes eighteen (18) years of age, a statement that

the student and the parent have been informed that parent's rights under this article will transfer to the student at eighteen (18) years of age in accordance with section 5 of this rule.

(16) Written notes documenting the meeting of the CCC, including the following:

- (A) The date and purpose of the meeting.
- (B) The names and titles of the participants.
- (C) The issues discussed during the meeting.

(i) Nothing in this section must be construed to require:

- (1) that additional information be included in a student's transition IEP beyond what is explicitly required in this article; or
- (2) the CCC to include information under one (1) component of the student's transition IEP that is already contained under another component of the student's transition IEP.

(j) The public agency must give the parent a copy, at no cost, of the student's transition IEP. The copy may be:

- (1) provided to the parent at the conclusion of the CCC meeting; or
- (2) mailed to the parent at a later date.

If mailed, the copy must be received by the parent no later than ten (10) business days after the date of the CCC meeting.

(k) Any member of the CCC may submit a written opinion regarding the transition IEP. The written opinion

must:

- (1) be submitted to the public agency not later than ten (10) business days after the date of the CCC meeting;
- and
- (2) remain with the student's educational records.

(l) If a participating agency, other than the public agency, fails to provide the transition services described in a transition IEP, the public agency must reconvene the CCC to identify alternative strategies to meet the transition objectives for the student set out in the transition IEP.

(m) Nothing in this article relieves any participating agency, including a state vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students who meet the eligibility criteria of that agency. (*Indiana State Board of Education; 511 IAC 7-43-4*)

511 IAC 7-43-5 Transfer of rights to student

Authority: IC 20-19-2-8; IC 20-19-2-16

Affected: IC 20-19-2; IC 20-35; IC 29-3

Sec. 5. (a) Except as provided in subsection (b), when a student becomes a student of legal age, as defined in 511 IAC 7-32-91, all of the rights that were formerly provided to the student's parents under this article transfer to the student of legal age.

(b) If a student who has attained eighteen (18) years of age has:

- (1) a guardian appointed under IC 29-3, the rights under this article must transfer to the guardian unless specifically provided otherwise in the guardianship order; or
- (2) an educational representative appointed according to the procedures in section 6 of this rule, the rights under this article must transfer to the student's educational representative.

(c) When a student who is incarcerated in an adult or juvenile, state or local correctional institution attains eighteen (18) years of age, the student must have all of the rights that were formerly provided to the student's parents under this article.

(d) At a CCC meeting not later than one (1) year before the student becomes eighteen (18) years of age, the public agency must inform the student and the parent that the parent's rights under this article will transfer to the student at eighteen (18) years of age unless a guardianship or an educational representative has been established for the student. The student's IEP must include a statement that the student and the parent were informed of the transfer of parental rights in accordance with 511 IAC 7-42-6(f)(10).

(e) At the time the student attains eighteen (18) years of age, and unless a guardianship or an educational representative has been established for the student, the public agency must provide written notice to the parent and the student that the rights under this article have transferred to the student.

(f) After rights transfer to the student in accordance with this section, the public agency must provide any notice required under this article to both the parent and the student. (*Indiana State Board of Education; 511 IAC 7-43-5*)

511 IAC 7-43-6 Appointment of an educational representative

Authority: IC 20-19-2-8; IC 20-19-2-16

Affected: IC 20-19-2; IC 20-35; IC 29-3

Sec. 6. (a) Any student eligible for special education and related services who has become eighteen (18) years of age and has not had a guardian appointed under IC 29-3 may have an educational representative appointed to make educational decisions on the student's behalf if the student:

- (1) requests in writing that an educational representative be appointed; or
- (2) is certified as unable to provide informed consent under subsection (f).

(b) A student's parent must be appointed to act as the educational representative under this section. If the parent is unavailable, a person trained as an educational surrogate parent under 511 IAC 7-39-2 must be appointed by the public agency to serve as the educational representative.

(c) An appointment of an educational representative under this section may be made as early as sixty (60) calendar days prior to the student's eighteenth birthday.

(d) The public agency is not responsible for the cost of appointing an educational representative.

(e) A student who requests that an educational representative be appointed under subsection (a)(1) may request, in writing, that the appointment be revoked.

(f) For an educational representative to be appointed under subsection (a)(2), two (2) persons described in subsection (g) must, based on personal examination or interview, certify in writing that the student is incapable of providing informed consent and that the student has been informed of this decision. As used in this section, "incapable of providing informed consent" means that the student is unable to do the following:

- (1) Understand on a continuing or consistent basis the nature, extent, and probable consequences of a proposed educational program or option.
- (2) Make a rational evaluation on a continuing or consistent basis of the benefits or disadvantages of a proposed educational decision or program as compared with the benefits or disadvantages of another proposed educational decision or program.
- (3) Communicate such understanding in a meaningful way.

(g) Persons who certify in writing that a student is incapable of providing informed consent must be one (1) of the following:

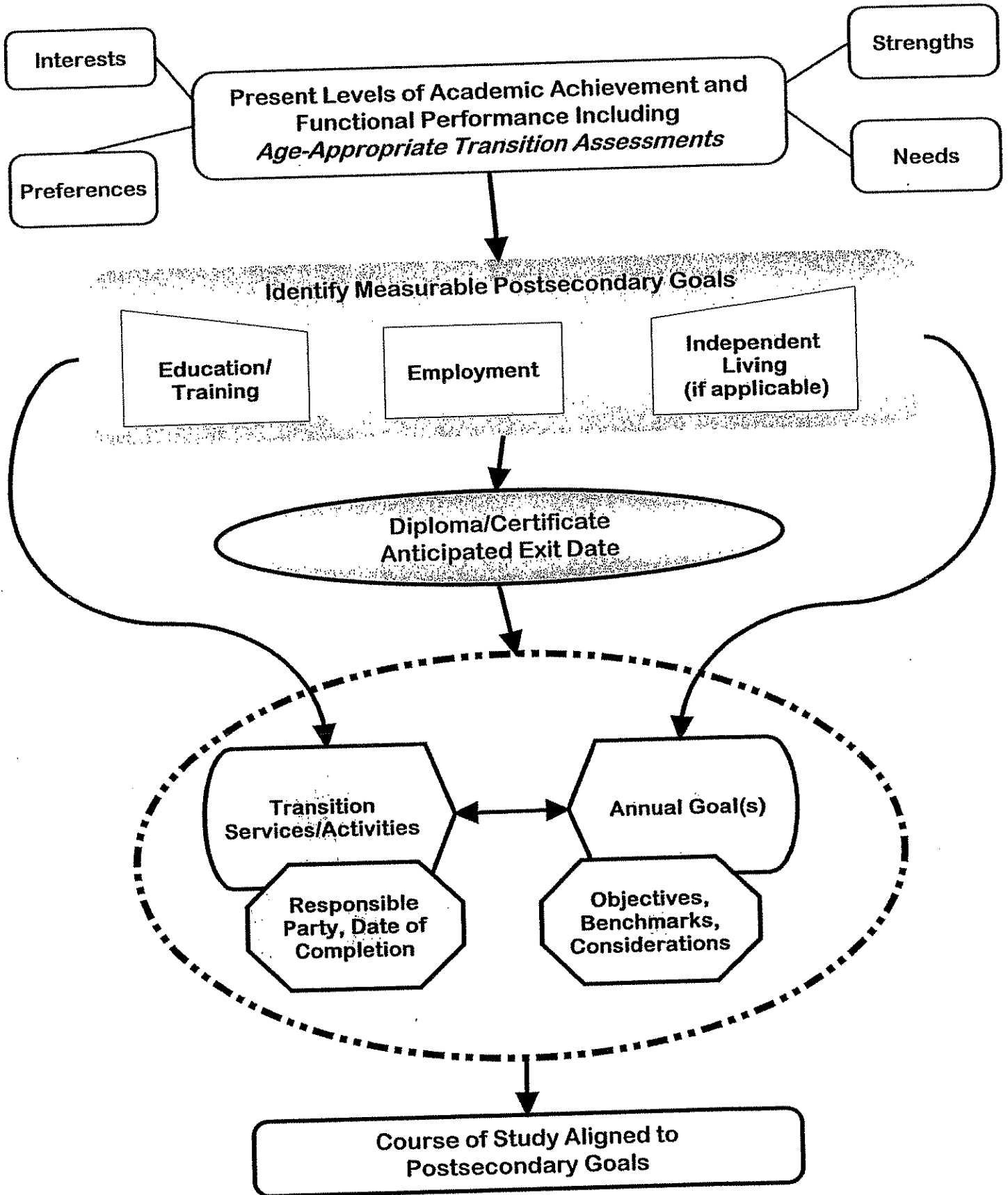
- (1) A physician with an unlimited license.
- (2) A licensed nurse practitioner.
- (3) A licensed clinical psychologist.
- (4) A licensed psychologist.
- (5) A licensed school psychologist.
- (6) A licensed clinical social worker.

(h) Persons providing certification described in subsection (f) cannot be related to the student.

(i) At least one (1) of the persons providing certification described in subsection (f) cannot be employed by the public agency serving the student. (*Indiana State Board of Education; 511 IAC 7-43-6*)

511 IAC 7-43-7 Summary of performance

TRANSITION IEP



GOAL EXAMPLES

NOTE:

- * There will be less specificity in the postsecondary goals articulated by younger students, than those in their last years of high school.
- * It is not necessary to specify the student's major for the goal to be measurable, however, increased specificity in postsecondary goal statements (when the student articulates the information) can improve the relevance of services provided during high school. (NSTTAC, 2007).

JUANITA

POSTSECONDARY GOALS

1. Education and Training: Upon completion of high school, I (Juanita) **will enroll** in 4-year college of her choice
2. Employment: Juanita **will work** part-time while in college.

ANNUAL GOALS

1. Juanita will develop algebra skills (standard ??), as measured by her homework and quiz scores, by using her planner, preparing questions for class and recording formulas for study during her senior year. (*Meets postsecondary goal of attending college*).
2. Juanita will communicate her accommodation needs with her general and special education teachers for both classroom and employment needs. (*Meets postsecondary goals of college and employment*).

TRANSITION SERVICES AND ACTIVITIES

1. Juanita will meet with guidance counselor to obtain all the necessary financial aid and college entrance requirements.
2. Juanita will meet with her guidance counselor to complete a learning style assessment.
3. Juanita will participate in college night at the high school.
4. Juanita will participate in the work externship program during her senior year.

CARL

POSTSECONDARY GOALS

1. Education and Training: Upon completion of high school, I (Carl) **will enroll** in Ivy Tech
2. Employment: After college, I (Carl) **will have** a career in the field of construction.

ANNUAL GOALS

1. Carl will demonstrate the organizational skills of using a planner to record his homework assignments for all classes every day. *(Meets postsecondary goal of college)*.
2. Carl will communicate with his general education teacher is accommodation needs and testing requirements. *(Meets postsecondary goal of college)*.
3. Carl will meet the algebra standard A1.9.2 by recording the strategies and formulas for study. *(Meets postsecondary goals of college and employment)*.

TRANSITION SERVICES AND ACTIVITES:

1. Instruction related to self-advocacy skills.
2. Carl and his family will attend Career Center Open house in Nov. to explore programs
3. Carl will meet with his guidance counselor to identify college entrance requirements and financial aid.
4. Carl will complete application process for Vocational Rehabilitation Services.

AMY

POSTSECONDARY GOALS

1. Education and Training: After graduation, I (Amy) **will participate in training** to improve her work skills on her job through vocational rehabilitation services.
2. Employment: After graduation, I (Amy) **will obtain** a (part-time or full-time) job in the retail industry with supports.
3. Independent Living: After graduation, Amy **will independently prepare** for work each day, including dressing herself, making her lunch, and accessing transportation.

ANNUAL GOALS

1. Amy will use a self-monitor picture checklist to complete her tasks at her community work experience site with 100% accuracy. *(Meets postsecondary goals of education/training, employment, and independent living)*.
2. Amy will independently use public transportation to get to and from her work experience site. *(Meets postsecondary goals of employment and independent living)*.

TRANSITION SERVICES AND ACTIVITES:

1. Amy will participate in the work study program.
2. Amy will obtain a State ID and transit card.
3. Participation in community based instruction for banking, shopping and travel training.
4. Amy and her family will complete the application paperwork for Vocational Rehabilitation Services
5. With the help from her SPED teacher, Amy and her family will complete all the necessary paperwork for Social Security and Medicaid Waiver.

STEVE

POSTSECONDARY GOALS:

1. Education and Training: Upon completion of high school, Steve **will participate** in a center-based program designed to provide habilitative and vocational training with medical and therapeutic supports
2. Employment: After graduation, Steve **will receive** employment services from XYZ agency to participate in supported self-employment.
3. Independent Living: After graduation, Steve will live at home and **participate** to the maximum extent possible in his daily routines (e.g., dressing, feeding, bathing, choice-making, etc.) and environment through technology.
4. Independent Living: After graduation, Steve **will participate** in integrated community recreational activities related to music and art at the various community settings (e.g., museums; community college, parks and recreation).
5. Independent Living : After graduation, Steve will effectively **utilize** an augmentative communication device at home and community settings to communicate his wants, needs, and desires.

ANNUAL GOALS

1. Given a board displaying four choices of classroom and community topics (e.g., instructional activities, work-based instruction activities, locations in schools and community settings, people), Steve will use his finger (or a pointer affixed to a head-piece) to select an activity or item in which he wants to engage in with 90% accuracy. *(Meets postsecondary goals of training, employment, and independent living).*
2. Given a microswitch properly secured to the headrest of his chair, Steve will select three activities that he prefers from the work study program with 90% accuracy by April 2008. *(Meets postsecondary goals of training, employment, and independent living).*

TRANSITION SERVICES

1. Assist family in completing application and meeting with Social Security Representative
2. Participate in volunteer activity at nursing home.
3. Complete application process for Medicaid Waiver
4. Complete paperwork for adult agency referral and application
5. Referral to Vocational Rehabilitation Services



nsttac



Age Appropriate Transition Assessment

What is transition assessment?

IDEA 2004 states that "Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—

- (1) Appropriate measurable postsecondary goals based upon *age appropriate transition assessments* related to training, education, employment, and, where appropriate, independent living skills" [§300.320 (b) (1)].

While age-appropriate transition assessment is not defined in the law, there are some clues as to the intent within the NSTTAC Indicator 13 FAQ (www.nsttac.org) that was approved by Office of Special Education Programs, US Department of Education..

- *Transition assessment was defined* using the Division on Career Development and Transition (DCDT) of the Council for Exceptional Children definition of transition assessment which is "...ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program (IEP)" (Sitlington, Neubert, & Leconte, 1997, p. 70-71).
- "*Age appropriate*" means a student's chronological, rather than developmental age (Wehmeyer, 2002).

What are the types of Transition Assessment?

Transition assessments can be *formal or informal*. Formal assessment typically involves using a standardized procedure for administering, scoring, and interpreting an assessment. By clearly defining how an assessment is administered, scored, and interpreted, this allows a student's score to be interpreted relative to other students (e.g., norms), although not all standardized assessments are norm-referenced. Informal assessment procedures are less structured and do not allow comparison with other students. However, because informal procedures allow assessment of student performance over time, they are useful in designing and evaluating the effects of instructional interventions. In addition, informal assessment includes data to be collected from a variety of individuals (e.g., parents, teachers, employers) using a variety of non-standardized methods.

Formal Transition Assessment Methods

- *Adaptive Behavior/Daily Living Skills Assessments* can help determine the type and amount of assistance that people with disabilities may need. This assistance might be in the form of home-based support services for infants and children and their families, special education and vocational training for young people, and supported work or special living arrangements such as personal care attendants. Each assessment relies on a respondent such as a parent, teacher, or care-provider to provide information about an individual being assessed.
- *General and Specific Aptitude Tests* measure a specific skill or ability. There are two types of aptitude tests: multi-aptitude test batteries and single tests measuring specific aptitudes. Multi-aptitude test batteries measure a wide range of aptitudes and combinations of aptitudes (e.g., general knowledge, spatial relations, form perception, color discrimination) and provide information that can be used in career decision making. Single aptitude tests measure specific aptitudes such as manual dexterity, clerical ability, artistic ability, or musical ability.
- *Interest Inventories* provide information about an individual's preferences for certain careers, occupational activities, or types of work.

- **Intelligence Tests** involve a single test or test battery to assess a person's cognitive performance.
- **Achievement Tests** measure learning of general or specific academic skills. Results can be linked to occupational requirements while helping to identify potential areas needing remediation.
- **Temperament Inventories/Instruments** identify students' dispositions towards various types of careers and work (e.g., careers that emphasize data, people, or things). The reports alone should not be viewed as a predictor of success or failure but rather should be compared with other data, including abilities and interests.
- **Career Maturity or Employability Tests** are designed to assess developmental stages or tasks on a continuum.
- **Self-Determination Assessments** provide information as to one's readiness to make decisions related to their postsecondary ambitions. Such assessments provide data to help a student identify his or her relative strengths and needs related to self-determination and factors that may be promoting or inhibiting this outcome.
- **Transition Planning Inventories** can help identify transition strengths and needs in various aspects of adult living, including employment, postsecondary schooling and training, independent living, interpersonal relationships, and community living. They also question and identify students' goals and awareness of what is needed or required to achieve those goals. Results of questioning parents or guardians (and possibly siblings), and educators can be correlated to create an accurate account of transition goals and steps necessary to attain a satisfying quality of life.

Informal Transition Assessment Methods

- **Interviews and questionnaires** can be conducted with a variety of individuals for the purpose of gathering information to be used to determine a student's strengths, needs, preferences, and interests relative to anticipated post-school outcomes. In other words, what is currently known about a student, and her or his family, that can be used to help develop postsecondary outcomes and to plan a course-of-study that will help the student reach his or her goals? An important part of this data collection process involves gathering information about a student and his or her family's current and future resources. For example, if a student's future education choice is to enroll in postsecondary education, it is helpful to know as soon as possible the financial resources a family might have or need. Another example might involve current and future transportation needs to get to work or to various activities/places in the community. Finally, families can often provide current and future resources in terms of employment options for their daughter or son or for other students in a high school program.
- **Direct observation** of student performance should be conducted within the natural environment, or school, employment, postsecondary, or community setting (Sitlington, Neubert, & Leconte, 1997). Sometimes called "community-based or situational assessment" (Sitlington, Neubert, Begun, Lombard, & Leconte, 2007), direct observations can be often done by a job coach, co-worker, recreation specialist, general/vocational educator, and/or student. Direct observation data typically includes task analytic data of steps in completing a task, work behaviors (e.g., on-task, following directions, getting along with co-workers), and affective information (e.g., is student happy, excited, frustrated, or bored?). For example, if you are observing at a worksite, and a student quickly and accurately completes his or her tasks, interacts well with co-workers, and appears happy, this could provide evidence that this type of job is one that the student likes. However, after visiting a community residential setting where a student appears withdrawn, this may be an indication that the particular situation may not be suitable or satisfying for him or her.
- **Curriculum-based assessments (CBA)** are typically designed by educators to gather information about a student's performance in a specific curriculum and to develop instructional plans for a specific student. To gather these data, an educator might use task analyses, work sample analyses, portfolio assessments, and/or criterion-referenced tests.

- **Environmental analysis**, sometimes referred to as ecological assessment and/or job analysis, involves carefully examining environments where activities normally occur. For example, a student may express an interest in attending karate classes at the local YMCA. In this case an environmental analysis might be conducted to investigate transportation needs and the expectations at the YMCA for attending (e.g., being a member, using the locker room, taking a shower). In a second example, if a student expressed interest in a specific type of job, a job analysis could be conducted comparing requirements of the job to the student's skills (Griffin & Sherron, 1996). A critical part of the analysis should be to identify types of accommodations that could be provided to help a student perform the necessary functions of a particular job (e.g., job restructuring, modifying equipment, acquiring an adaptive device, re-organizing the work space, hiring a personal assistant; Griffin & Sherron, 1996).

Whatever type of transition assessments you use, remember that the results need to help:

- develop realistic and meaningful IEP goals and objectives,
- make instructional programming decisions,
- provide information for the present level of performance related to a student's strengths, interests, preferences, and needs,
- learn about individual students, especially their strengths outside of academics and their career ambitions (Kortering, Sitlington, & Braziel, 2004),
- help students make a connection between their individual academic program and their post-school ambitions, and
- inform the Summary of Performance.

How do I conduct an age appropriate transition assessment?

The transition assessment process will vary depending on the actual instrument(s) and procedures being used and various student characteristics. Although formal instruments may be easier and quicker to administer, they should be used primarily to verify observations of student behaviors and performances. Students should always be asked to verify results of both formal and informal assessments to determine if their opinions, evaluations, and feelings confirm the results. Following are two examples of different approaches to transition assessment.

- One approach uses three levels of transition assessment (Rojewski, 2002). Level one is for most students and might include a review of existing information (e.g., intelligence and achievement data from the student's most current psychological report), student interview, interest assessment, temperament assessment, and, if indicated (e.g., a student shows promise in a given aptitude), aptitude testing. Level two assessment targets students who are having difficulty making a career choice or clarifying their interests, preparing for adult living, or contemplating leaving school as a dropout. Level two could expand to include assessments targeting information as to one's work-related behaviors, general career maturity, and daily or independent living skills. Level three assessment is for students needing additional assistance with identifying long term employment, education, and/or independent living goals, when earlier transition assessments were inconclusive, or for those with more significant disabilities. This level generally takes several days and is conducted by a vocational assessment specialist (Sarkees-Wircenski & Scott, 1995).
- A second process is called the Assess, Plan, Instruct, and Evaluate (APIE) model for transition assessment (Test, Aspel, & Everson, 2006). In the first step (assess), educators assess the student's interests, preferences, and needs related to his/her postschool outcomes using both formal and/or informal assessments. The second step (plan) involves interpreting the results from these assessments and incorporating them into the student's transition plan. In the third step (instruct), students learn the skills they will need to reach their postschool goals. In the last step (evaluate), students and educators evaluate whether progress has been made toward achieving the transition activities and IEP goals and objectives. It is important for assessment information to be collected continuously with periodic checkpoints, because students may change their minds (e.g., interests, preferences) and attributes (e.g., skills, knowledge, strengths).

Whatever the process followed, Sitlington, Neubert, and Leconte (1997) suggest the following when conducting a transition assessment:

1. Methods must incorporate assistive technology or accommodations that allow an individual to demonstrate his or her abilities and potential.
2. Methods must occur in environments that resemble actual education/ training, employment, independent living, or community environments.
3. Methods must produce outcomes that contribute to ongoing development, planning, and implementation of "next steps" in an individual's transition process.
4. Methods must be varied and include a sequence of activities that sample an individual's behavior and skills over time.
5. Data must be verified by more than one method and by more than one person.
6. Data must be synthesized and interpreted to students with disabilities, their families, and transition team members.
7. Data and results must be documented in a format that can be used to facilitate transition planning.
8. Methods should be appropriate for learning characteristics of the individual, including cultural and linguistic differences.
9. Information should be current, valid or verified, and relevant to transition in order to better inform the Summary of Performance.

How do I select assessment instruments?

- Become familiar with the different types of transition assessments and their characteristics. **It is recommended that you use multiple assessments on an on-going basis.**
- Select methods that assist students by helping them answer the following questions:
 1. Who am I?
 2. What do I want in life, now and in the future?
 3. What are some of life's demands that I can meet now?
 4. What are the main barriers to getting what I want from school and my community?
 5. What are my options in the school and community for preparing me for what I want, now and in the future?
- Select approaches that are appropriate for your students in terms of cognitive, cultural sensitivity, and language comfort.
- Always interpret and explain assessment results in formats that students and families can understand easily.

References

- Griffin, C., & Sherron, P. (1996). Finding jobs for young people with disabilities. In P. Wehman (Ed.), *Life beyond the classroom: Transition strategies for young people with disabilities* (2nd ed., pp. 163-187). Baltimore, MD: Paul H. Brookes.
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Age Appropriate Transition Assessment Guide

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What is transition assessment?

The Division on Career Development and Transition (DCDT) of the Council for Exceptional Children defines transition assessment as an “...ongoing process of collecting data on the individual’s needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program (IEP)” (p. 70-71). IDEA 2004 requires that students receive age-appropriate transition assessments related to education, employment, and where appropriate, independent living skills. IDEA 2004 also states that age appropriate assessments will help IEP teams make informed decisions about students reaching their postsecondary goals. Types of transition assessments include: behavioral assessment information, aptitude tests, interest and work values inventories, intelligence tests and achievement tests, personality or preference tests, career maturity or readiness tests, self-determination assessments, work-related temperament scales, and transition planning inventories.

Most states suggest using some combination of the following types of transition assessments: paper and pencil tests, structured student and family interviews, observational community or work-based assessments (situational) and curriculum-based assessments. These assessments or procedures come in two general formats – formal and informal.

Formal assessments are standardized instruments that have been tested and have data to show that reliability and validity measures support their use. Generally, these instruments also have independent reviews in texts (e.g., *A Counselor’s Guide to Career Assessment Instruments – 4th Edition*) or on-line at <http://www.unl.edu/buros/>. Examples of formal assessments include the Self-Directed Search (Forms E, R, and Explorer), Career Interest



Inventory (Levels One and Two), Campbell Interest and Skill Survey, Wonderlic Basic Skills Test, and Differential Aptitude Test.

In contrast, 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 person to strengthen their validity. Examples of paper/pencil informal assessments include the Enderle-Severson Transition Rating Scale (ESTR), Transition Planning Inventory, and Life Centered Career Education (LCCE) Performance and Knowledge Battery. Other examples of informal assessments include situational or observational learning styles assessments, curriculum-based assessment from courses, observational reports, situational assessments, structured interviews, personal-future planning activities, and functional skill inventories.

The transition assessment process can be viewed within a framework. One such framework is offered by Sitlington, Neubert, Begun, Lombard, and LeConte (1996). Their framework incorporates a variety of methods for assessing the student and potential environment. Analyses of results help educators make decisions about how to match a student with his or her potential environment. The purpose of the framework is to identify postschool options that match the students' interests, preferences, and needs.

Educators may implement the transition assessment process with the the Assess, Plan, Instruct, and Evaluate (APIE) model for transition assessment.. In the first step (assess), educators assess the students' interests, preferences, and needs related to his/her postschool outcomes using both formal and/or informal assessments. The second step (plan) involves interpreting the results from these assessments and incorporating them into the students' transition plan. In the third step (instruct), students learn the skills they will need to reach their postschool goals. In the last step (evaluate), evaluate whether progress has been made toward achieving the transition activities and IEP goals and objectives.

Rojewski (2002) outlines another useful framework inclusive of three levels of transition assessment. Level one is for most students and might include a review of existing information (e.g., intelligence and achievement data from the student's most current Psychological Report), student interview, interest assessment, personality or preference assessment, and, if indicated (e.g., a student shows promise in a given aptitude), aptitude testing. A level two assessment targets students having difficulty making a career choice or clarifying their interests, preparing for adult living, or contemplating leaving school as a dropout. The level two would expand to include assessments targeting information as to one's work-related behaviors, general career maturity, and job readiness. A level three assessment would be reserved for students needing additional assistance with identifying long term career goals, when earlier transition assessments were inconclusive, or for those with more significant disabilities. This level generally takes several days and is conducted by a vocational assessment specialist (Sarkees-Wircenski & Scott, 1995).



- Clark, G. M. (1996). Transition planning assessment for secondary-level students with learning disabilities. *Journal of Learning Disabilities, 29*, 79-92.
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Why conduct transition assessments?

Transition assessments may be undertaken for several reasons. These reasons include: to develop IEP goals and objectives for the transition component of the IEP, to make instructional programming decisions, and to include information in the present level of performance related to a student's interests, preferences, and needs. In addition, the Indicator 13 of Part B of the State Performance Plans (SPPs), as required by OSEP, stipulates that all students age 16 and up have an IEP based on information from an age appropriate transition assessment. Finally, transition assessment is an excellent way to learn about individual students, especially their strengths outside of academics and their career ambitions (Kortering, Sitlington, & Braziel, 2004).

The results of transition assessments should be used in making recommendations for instructional strategies, accommodations in instruction, and environments to meet the student's strengths and needs. The results also should help students make a connection between their individual academic program and their post-school ambitions.

Clark, G. M. (1996). Transition planning assessment for secondary-level students with learning disabilities. *Journal of Learning Disabilities, 29*, 79-92.

Kortering, L., Sitlington, P. & Braziel, P. (2004). The use of vocational assessment and planning as a strategic intervention to help keep youths with emotional or behavioral disorders in school. In *Transition of Students with Emotional or Behavior Disorders: Current approaches for positive outcomes*. (Ed. Doug Cheney). Arlington, VA: Council for Children with Behavior Disorders and Division on Career Development and Transition.

Sitlington, P. L., Neubert, D. A., & LeConte, P. J. (1997). Transition assessment: The position of the Division on Career Development and Transition. *Career Development for Exceptional Individuals, 20*, 69-79.

How do I select instruments?

First, become familiar with the different types of transition assessments and their characteristics. Again, it is recommended that you use multiple evaluations and do them on an ongoing basis.

Second, select assessment instruments that assist in answering the following questions with the student:

- Who am I?
- What do I want in life, now and in the future?
- What are some of life's demands that I can meet now?
- What are the main barriers to getting what I want from school and my community?
- What are my options in the school and community for preparing me for what I want, now and in the future?

Third, select an instrument that is appropriate for your students. Key considerations include the nature of their disability, their post-school ambitions, and community opportunities. For example, students with more involved disabilities would be best served by a person centered planning approach. The nature of their disability may preclude the relevancy of most standardized assessments, notable exceptions include interest inventories that do not require reading (e.g. Beck's Reading Free Interest Inventory, Wide Range Interest and Opinion Test – Revised) and other instruments that require minimal reading levels (Career Decision Making System, Self-Directed Search Form E). Similarly, some students may need special accommodations during the assessment.

By selecting instruments and procedures that will answer these questions, you will be able to select informative and useful transition assessment tools.

Clark, G. M. (1996). Transition planning assessment for secondary-level students with learning disabilities. *Journal of Learning Disabilities*, 29, 79-92.



How do I conduct an age appropriate transition assessment?

Transition assessments will vary depending on the actual instrument(s) and procedures being used and various student characteristics. However, Sitlington, Neubert, and Leconte (1997) suggest that the following guidelines may be followed when selecting methods to be used in the process.

1. "Assessment methods must incorporate assistive technology or accommodations that will allow an individual to demonstrate his or her abilities and potential.
2. Assessment methods must occur in environments that resemble actual vocational training, employment, independent living, or community environments.
3. Assessment methods must produce outcomes that contribute to ongoing development, planning, and implementation of "next steps" in the individual's transition process.
4. Assessment methods must be varied and include a sequence of activities that sample an individual's behavior and skills over time.
5. Assessment data must be verified by more than one method and by more than one person.
6. Assessment data must be synthesized and interpreted to individuals with disabilities, their families, and transition team members.
7. Assessment data and the results of the assessment process must be documented in a format that can be used to facilitate transition planning (p. 75)."

Finally, selected methods should be appropriate for the learning characteristics of the individual, including cultural and linguistic differences.

Rojewski, J. (2002). Career assessment for adolescents with mild disabilities: Critical concerns for transition planning. *Career Development for Exceptional Individuals, 25*, 73-95.

Sitlington, P. L., Neubert, D. A., & Leconte, P. J. (1997). Transition assessment: The position of the Division on Career Development and Transition. *Career Development for Exceptional Individuals, 20*, 69-79.

Sample Instruments

Informal Transition Assessment Methods

“Interviews and questionnaires

Interviews and questionnaires can be conducted with a variety of individuals for the purpose of gathering information to be used to determine a student’s needs, preferences, and interests relative to anticipated post-school outcomes. In other words, what is currently known about a student, and her family, that can be used to help develop post-school outcomes and to plan a course-of-study that will help the student reach her goals?... An important part of this data collection process involves gathering information about a student and her family’s current and future resources. For example, if a student’s future education choice is to enroll in postsecondary education, it is helpful to know as soon as possible what financial resources a family might have or need. (Another example might involve current and future transportation needs to get to work or to various activities/places in the community. Finally, families can often provide current and future resources in terms of employment options for their daughter or for other students in a high school program” (Test, Aspel, & Everson, 2006, pp. 74). Examples include:

- Employment related questions questionnaire
- *Dream Sheet (not completed) – from page. 75 of text book*

“Direct observation

Direct observation student performance should be conducted within the natural or school employment, postsecondary, or community setting (Sitlington, Neubert, & Leconte, 1997). Sometimes called “situational assessment” (Sitlington & Clark, 2001), direct observations are often done by an “expert” in the environment such as a job coach, co-worker, recreation specialist, and/or general/vocational educator. However, in keeping with a self-determined philosophy, students should be taught to record their own (performance) data. Direct observation data typically includes task analytic data of steps in completing a task, work behaviors (e.g., on-task, following directions, getting along with co-workers), and affective information (e.g., is student happy, excited, frustrated, or bored?). For example, if (you are) observing at a worksite, and a student quickly and accurately completes her tasks, interacts well with co-workers, and appears happy, this could provide evidence that this type of job is one that the student likes. However, after visiting a community residential setting a student appears withdrawn, this may be an indication that the particular situation may not be suitable (for her)” (Test, Aspel, & Everson, 2006, pp. 74). Examples include:

Example of Task Analysis 1”

Example of Task Analysis 2

“Environmental or Situational Analysis

Environmental analysis, sometimes referred to as ecological assessment and/or job analysis, involves carefully examining environments where activities normally occur. For example, a student may express an interest in attending karate classes at the local YMCA. In this case an environmental analysis might be conducted to look at transportation needs and the expectations at the YMCA for attending (e.g., being a member, using the locker room, taking a shower). In a second example, if a student expressed interest in a specific type of job, an environmental job analysis could be conducted comparing requirements of the job to the student's skills (Griffin & Sherron, 1996). A critical part of a job analysis should be to identify types of accommodations that could be provided to help a student perform the necessary functions of a particular job (e.g., job restructuring, modifying equipment, acquiring an adaptive device, re-organizing the work space, hiring a personal assistant) (Griffin & Sherron, 1996)" (Test, Aspel, & Everson, 2006, pp. 74). perhaps the best source for on the job accommodations is the Job Accommodation Network (www.jan.org)

www.jan.wvu.edu/

Curriculum-based assessments (CBA)

"CBAs are typically designed by educators to gather information about a student's performance in a specific curriculum (McLoughlin & Lewis, 2005)...(and) to develop instructional plans for a specific student. To gather (these) data, ..an educator might use task analyses, work sample analyses, portfolio assessments, and/or criterion-referenced tests" (Test, Aspel, & Everson, 2006, pp. 78). Examples include:

Example of Data Sheet 1

Example of Data Sheet 2

Formal Transition Assessment Methods

Adaptive Behavior Assessment information

Adaptive behavior assessment helps determine the type and amount of special assistance that people with disabilities may need. This assistance might be in the form of home-based support services for infants and children and their families, special education and vocational training for young people, and supported work or special living arrangements such as personal care attendants, group homes, or nursing homes for adults.

Each test relies on a respondent such as a parent, teacher, or care-provider to provide information about an individual being assessed. With some tests respondents are interviewed; with other tests respondents fill out a response booklet directly. Examples include:

- The Scales of Independent Behavior - Revised (SIB-R)
- The Vineland Adaptive Behavior Scales
- AAMR Adaptive Behavior Scales (ABS)
- The Inventory for Client and Agency Planning (ICAP)

General and Specific Aptitude Tests

An aptitude test is a measure of a specific skill or ability. There are two types of aptitude tests: multi-aptitude test batteries and single tests measuring specific aptitudes. Multi-aptitude test batteries contain measures of a wide range of aptitudes and combinations of aptitudes and provide valuable information that can be used in career decision making. Single aptitude tests are used when a specific aptitude needs to be measured, such as manual dexterity, clerical ability, artistic ability, or musical ability. Examples include:

- Differential Aptitude Test (DAT)
- Armed Services Vocational Aptitude Battery (ASVAB)
- Inventory of Work-Related Abilities (IWRA)
- OASIS-III Aptitude Survey
- ONET Ability Profiler
- Wiesen Test of Mechanical Aptitude
- Bennett's Mechanical Comprehension Test

Interest and Work Values Inventories

Strong (1943) was one of the original vocational theorists to stress the importance of gathering data concerning individuals' likes and dislikes for a variety of activities, objects, and types of persons commonly encountered. Interest inventories provide the opportunity for individuals to compare their interest with those of individuals in specific occupational groups. Fouad (1999) states that regardless of which specific measure is used interest inventories appear to be generalizable across time. Examples of Interest Inventories include:

- Career Interest Inventory – Levels One and Two
- The Strong Interest Inventory

- Self-Directed Search Form R, E, and Career Explorer
- The Harrington/O'Shea System for Career Decision-Making
- Wide Range Interest-Opinion Test Revised (WRIOT-R)

Intelligence Tests

Intelligence tests involve a single test or test battery to assess a person's cognitive performance. Because populations experience IQ gains over time, IQ tests must be constantly re-standardized so that subjects are not scored against inaccurate norms. Using obsolete IQ norms can cause problems especially when comparing scores between different groups and populations. Examples include:

- The Stanford-Binet Intelligence Scale, Form L-M (SBL-M)
- The Wechsler Intelligence Scale for Children-IV (WISC-IV)
- The Wechsler Intelligence Scale for Adults - III (WAIS-III)
- The Wechsler Abbreviated Scale of Intelligence™ (WASI™)
- Kaufman Brief Intelligence Test (K-BIT)
- Kaufman Adolescent & Adult Intelligence Test (KAAT)

Achievement Tests

Achievement tests measure learning of general or specific academic skills. Achievement tests provide results that can be linked to most occupational requirements while helping to identify potential areas needing remediation (such as vocabulary). They are usually either general survey batteries covering several subject areas or single-subject tests. They can be criterion-referenced, norm-referenced, or both. Achievement tests are usually identified by grade level. It is important to establish the specific purpose for giving an achievement test to decide what type to use. Examples include:

- Stanford Achievement Test (STAT)
- Wide Range Achievement Test-Revision 3 (WRAT 3)
- Basic Achievement Skills Inventory (BASI)
- Basic Achievement Individual Screener (BASIS)
- Kaufman Test of Educational Achievement, Second Edition
- Peabody Individual Achievement Test-Revised-Normative Update (PIAT-R/NU)
- Woodcock Johnson III
- Adult Basic Learning Examination (ABLE)

Personality or Preference Tests

Personality inventories measure individual differences in social traits, motivational drives and needs, attitudes, and adjustment. Personality measures offer a means of evaluating support for, or opposition to, a career under consideration. The score alone should not be viewed as a predictor of success or failure but rather should be compared with other data, including abilities and interests. Examples include:

- Sixteen Personality Factor Questionnaire (16PF, Fifth Edition)



- Personal Career Development Profile (PCDP) and PC/DP Plus
- Myers-Briggs Type Indicator® (MBTI®) Instrument
- Student Styles Questionnaire (SSQ)

Career Maturity or Readiness Tests

Career maturity inventories are designed to measure developmental stages or tasks on a continuum. The degree of an individual's career maturity is determined by the individual's location on the developmental continuum. Examples include:

- Career Maturity Inventory (CMI)
- Career Thought Inventory (CTI)
- Career Beliefs Inventory (CBI)
- Career Development Inventory (CDI)
- Career Decision Scale (CDS)

Self-Determination Assessments

Self-determination assessments provide information as to one's readiness to make decisions related to their postsecondary ambitions. Such assessments provide data to help a student identify their relative strengths and limitations related to self-determination and factors that may be promoting or inhibiting this outcome. Examples include:

- The Arc's Self-Determination Scale – Adolescent Version
- Self-Determination Assessment Battery
- Choice Maker Self-Determination Assessment

Work-related temperament scales

These tools assess work-related temperament and can help develop individual transition components of the IEP for students with disabilities. An example is:

- The Work Adjustment Inventory (WAI)

Transition planning inventories

Transition planning inventories involve a process which identifies transition strengths and needs. These areas encompass various aspects of adult living, including employment, postsecondary schooling and training, independent living, interpersonal relationships, and community living. Examples include:

- Transition Planning Inventory
- Transition to Work Inventory (TWI)
- www.caseylifeskills.org

Sources Used:

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- Sitlington, P. L., Neubert, D. A., & Leconte, P. J. (1997). Transition assessment: The position of the Division on Career Development and Transition. *Career Development for Exceptional Individuals*, 20, 69-79.
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- Osborn, D. S., & Zunker, V. G. (2006). *Using assessment results for career development*. Thousand, Oaks, CA: Thomson Publishing.



Informative links to Podcasts and other sources of information about age appropriate transition assessment

Podcasts:

<http://www.opi.state.mt.us/streamer/SpecEd/NewIEPprocess.html> - The IEP Process for Secondary Transition using an outcome-oriented process is a podcast of Ed O'Leary

<http://itcnew.idahotc.com/pages/pastwebinars.htm#feb15-06> - This is a podcast of a presentation by Gary Clark and Jacque Hyatt on "Using Assessment Information for Planning Transition Services."

Websites:

http://www.seattleu.edu/ccts/func_eval/index.asp - A Guide To Functional Vocational Evaluation developed in Washington State (October 2004), by: The Center for Change in Transition Services, a Washington State Needs Project funded by the Office of Superintendent of Public Instruction in collaboration with Seattle University.

http://www.ncwd-youth.info/resources_&Publications/assessment.html - Career Planning Begins with Assessment: A Guide for Professionals Serving Youth with Educational and Career Development Challenges. This guide serves as a resource for multiple audiences within the workforce development system. Youth service practitioners will find information on selecting career-related assessments, determining when to refer youth for additional assessment, and additional issues such as accommodations, legal issues, and ethical considerations. Administrators and policymakers will find information on developing practical and effective policies, collaboration among programs, and interagency assessment systems.

<http://www.khake.com/page51.html> - The Vocational Information Center; Career and College Planning Resources. This page provides links for students and guidance counselors including resources to self-assessments, career planning, career development and college planning.

<http://www.onetcenter.org/guides.html#tests> and other assessments helping you make better career decisions - Testing and Assessment Consumer Guides by the Occupational Information Network (O*Net) resource Center.

<http://old.transitioncoalition.org/assessing/index.htm> - Assessing Students with Disabilities : Transition Planning for the IEP is a website developed by Gary Clark at the University of Kansas.

<http://www.ode.state.or.us/gradelevel/hs/transition/newsletters/2004/ttvol02issue03.pdf> - Produced in November 2003 by the Oregon Department of Education and Transition, this



issue of the Transition Toolbox newsletter focuses on Vocational Transition Assessment- its purpose, types, and uses, and the role of professionals in the vocational assessment process and resources for vocational assessment.

http://www.cde.state.co.us/cdesped/download/pdf/TK_TransAssessment.pdf - Produced by the Colorado Department of Education, Special Education Services Unit. This site offers a brief document explaining Transition Assessment.

Presentations

http://www.ncset.org/teleconferences/transcripts/2005_10.asp - A Transcript of NCSET teleconference call held on October 25, 2005, with associated PowerPoint. Presented by Joe Timmons, (Project Coordinator) and Mary Podmostko, (Senior Project Associate) from the National Collaborative on Workforce and Disability/Youth and titled 'Career Planning Begins with Assessment'

<http://sharedwork.org/documents/CATheOngoingJourney.ppt> - PowerPoint developed by Pamela LeConte, the George Washington University and Leicester Johnson at the 2006 PA Community on Transition Conference.

DRAFT



Student Involvement in the IEP Process

How can students be involved in their IEP process?

Konrad and Test (2004) suggest four ways students can be involved in their IEP process:

- **Planning the IEP** includes laying the foundation for the meeting by identifying strengths and needs, establishing goals, considering options, and preparing materials for the IEP meeting.
- **Drafting the IEP** includes having students write a draft of their IEP that reflects these strengths and needs, as well as their interests and preferences.
- **Meeting to revise the draft** is completed at the IEP meeting in which students have the opportunity to share their interests, preferences, and needs already identified on their IEP draft and participate in dialogue with other members of the IEP team to develop a plan.
- **Implementing the IEP** involves students evaluating how well they are achieving the goals identified in their IEP

What are some evidence-based practices for involving students in their IEP process?

The **Self-Advocacy Strategy** is a motivation strategy designed to prepare students to participate in any education or transition planning meeting. Prerequisites include a willingness to learn the strategy and the ability to communicate (i.e., gestures or through words). The steps of the **IPLAN** strategy are:

1. **Inventory your strengths, areas to improve or learn, goals, and choices for learning or accommodations**
 - In the first step students complete an inventory sheet that they can use at their meetings which identifies strengths, areas to improve or learn, goals, and choices for learning or accommodations.
2. **Provide your inventory information**
 - In the second step students use their inventory sheet during discussion in the IEP meeting.
3. **Listen and respond**
 - The third step involves students learning the proper times 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 students how to ask questions when they don't understand what people are saying
5. **Name your goals**
 - The last step teaches students to name the goals they would like included in their IEP.

For more information on the *Self-Advocacy Strategy* see:

Hammer, M. R. (2004). Using the *Self-Advocacy Strategy* to increase student participation in IEP conferences. *Intervention in School and Clinic*, 39, 295-300.

Lancaster, P., Schumaker, J., & Deshler, D. (2002). The development and validation of an interactive hypermedia program for teaching a self-advocacy strategy to students with disabilities. *Learning Disability Quarterly*, 25, 277-302.

Test, D. W., & Neale, M. (2004). Using the *Self-Advocacy Strategy* to increase middle graders' IEP participation. *Journal of Behavioral Education*, 13, 135-145.

Van Reusen, A. K., & Bos, C. S. (1994). Facilitating student participation in the individualized education programs through motivation strategy instruction. *Exceptional Children*, 60, 466-475.

Van Reusen, A. K., Deshler, D. D., & Schumaker, J. B. (1989). Effects of a student participation strategy in facilitating the involvement of adolescents with learning disabilities in individualized education program planning process. *Learning Disabilities, 1*, 23-34.

The *Self-Directed IEP* consists of 11 steps students can follow to lead their own IEP meeting. Steps are organized across 11 lessons taught in six to ten 45-minute sessions. The *Self-Directed IEP* package also includes assessments, videotape, and student workbook. The 11 steps are:

- **Step 1: Begin meeting by stating the purpose**, involves students learning how to explicitly state the purpose of the meeting (e.g., review goals).
- **Step 2: Introduce everyone**, involves students learning who is required to be at an IEP meeting and who else they would like to invite, as well as practicing introducing these individuals.
- **Step 3: Review past goals and performance**, involves students stating their goals and learning which actions can be taken to help meet their goals.
- **Step 4: Ask for others' feedback**, involves students learning what feedback is and the different ways they can receive feedback on their goals.
- **Step 5: State your school and transition goals**, involves students identifying their interests, skills, and needs and the goals they would like to achieve in school.
- **Step 6: Ask questions if you don't understand**, involves students learning how to ask questions for clarification.
- **Step 7: Deal with differences in opinion**, involves students learning the LUCK strategy (Listening to other person's opinion, Using a respectful tone of voice, Compromising or Changing your opinion if necessary, and Knowing and stating the reasons for your opinion).
- **Step 8: State the support you will need to reach your goal**, involves students learning about the supports that will help them in achieving their goals.
- **Step 9: Summarize your current goals**, involves students restating their goals, the actions they will take to meet those goals, and stating how they would receive feedback in meeting those goals.
- **Step 10: Close meeting by thanking everyone**, involves students learning how to bring closure to the meeting by using closing statements and thanking everyone for attending.
- **Step 11: Work on IEP goals all year**, involves students being reminded to work on their goals all year by taking actions, receiving feedback, and support to accomplish these goals.

For more information on the *Self-Directed IEP* see:

- Allen, S., Smith, A., Test, D. W., Flowers, C. & Wood, W. M. (2001). The effects of *Self-Directed IEP* on student participation in IEP meetings. *Career Development for Exceptional Individuals, 24*, 107-120.
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VOCATIONAL REHABILITATION COUNSELORS
JESSE SCHOOLS
August, 2011

Tom Schoenradt (Kokomo office)	Culver-Fulton Co.	877-715-5294
Billie Spores (Valparaiso office)	North Judson-Pulaski Co. Culver – Pulaski Co.	877-847-9888
Michael Cover (Valparaiso office)	Oregon-Davis- Starke Co. Knox -Starke Co. North Judson-Starke Co. Culver-Starke Co. John Glenn-Starke & Laporte Counties	877-847-9888
Nora Vande Putte (South Bend office)	Culver-Marshall Co. Triton-Marshall Co. Plymouth-Marshall Co. Argos-Marshall Co. Laville-Marshall & St. Joseph Counties John Glenn-Marshall & St. Joseph Counties	877-282-0964
Scott Harter (Elkhart office)	Triton-Kosciusko Co.	877-847-9897

Please note that if the student has a visual or hearing impairment they may be assigned to VR counselor who specializes in working with students with those disabilities.

ADULT SERVICE PROVIDERS

Joint Educational Services in Special Education (JESSE) www.jesse.k12.in.us
Johnna Ramer, Vocational/Trans Coord.
324 N. Kingston Rd, P.O.Box 418, Ply, IN 46563
(574) 936-2627 or 1-800-388-0054

Vocational Rehabilitation Services

St. Joseph & Marshall County Residents:
Nora Vande Putte
100 W. South St., Suite 100, South Bend, IN 46601
(574) 232-4861 or 1-877-282-0964
(Kosciusko County Residents Call Scott Hartter, Elkhart office 1-877-847-9897)

Starke & Laporte County Residents:
Michael Cover
954 Eastporte Ctr Dr., Suite C,
Valparaiso, IN 46383
(219) 462-0521 or 1-877-847-9888
Pulaski County Residents: Billie Spores@Valp
Fulton County Residents: Tom Schoenrad
217 East Southway Blvd, Suite 100, Kokomo, IN
46902 (765) 455-5020 or 1-877-715-5294

Bureau of Developmental Disabilities

Services-Residential Services & Medicaid Waivers)
Stacy Birk, Anita Thomas
100 W. South St., Suite 100, South Bend, IN 46601
(574) 232-1412; (877) 218-3059

Starke Co. Residents call- (877) 218-3053
110 Wl. Ridge Rd., Gary, IN 46408
Frances Robinson (last names A-M)
Demetris Cole (last names N-Z)

Social Security Administration

(www.ssa.gov)
602 S. Michigan St., South Bend, IN 46601
(574) 251-3446(;); 1-800-772-1213

Starke County Residents call:
1757 Thornapple Circle, Valparaiso, IN 46383
(574) 464-1015; 1-800-772-1213

Marshall-Starke Development Center, Inc.

Jodie Smith-Director of Adult Programs
Community Rehab. and Employment Services
1901 PIDCO Dr., Plymouth, IN 46563
(574) 936-9400 or 1-800-852-9354

AWS (Employment Services)

936 E. Wayne St., South Bend IN 46617
574-233-8812, ext. 357

ADEC Employment Services, Elkhart, IN
(574) 536-1435

Real Services/AAA (Medicaid Waiver/Respite)
Plymouth 936-3175 South Bend, (800) 552-
2916, Hammond (Starke Co.) (800) 826-7871

Division of Children Services-Medicaid
Marshall Co. (574) 935-4046, 935-4166
Starke Co. (574) 772-3411
St. Joe Co. (574) 251-8668, 236-5300
Fulton Co. (574) 223-3413

Bowen Center (Nicole Hiatt, Letecia Timmel,
Nicole Ferguson, Don Starke) 936-9646
System of Care-Lindsay London, 936-2373x237

WORK ONE www.gotoworkone.com
316 Kingston Rd., Plymouth, IN 46563
Missy Atsas (matsas@gotoworkone.com)
(574) 936-8919 ext. 103
Carol King, ext. 110
Fulton County- (574) 223-8542
KV Works, 53 W. Lake, P.O.Box 179
Knox, IN 46534 (574) 772-6882

Crossroads Academy

1800 Jim Neu Dr., Plymouth, IN 46563
(574) 936-8834 www.crossroadsacademy.com

Ancilla College www.ancilla.edu

April Woodward, Student Services Center
P.O. Box 1, Donaldson, IN 46513
(574) 936-8898, Ext. 302#

IVY Tech- South Bend www.ivytech.edu

Sandra Bens, Disabilities Services
220 Dean Johnson Blvd, South Bend, IN 46601
(574) 289-7001 ext. 1002
Kosciusko County: Mary Marty (267-5428, ext
6110) Melissa Denton (267-5428)

Indiana University - South Bend

www.iusb.edu
1700 Misawaka Ave., South Bend, IN 46634
(574) 237-4111 ext. 4479
James Hasse, Director Disab. Services
(574) 520-4832 Adm. Bld. Room 113

Pathfinders Residential Services

Ray Benninghoff
Box 431, Plymouth, IN 46563
(574) 936-5610

Cardinal Center Residential Services

Patience Taruwinga
1601 W. Jefferson St., Plymouth, IN 46563
(574) 935-4022, ext. 104

SCILL Center (Automotive Program)

Rod Dawson or Mark Anderson
P.O. Box 153, Knox, IN 46534
(574) 772-8001

Driver Rehabilitation and Training

Memorial Reg. Rehab Center, Margaret Sak
111 West Jefferson Blvd, Suite 100
South Bend, IN 46601
(574) 282-2222 or (800) 388-7049

Case Managers/IN Professional Management Group

Joy Greeney, j.greeney@gotoipmg.com
1819 Hillsdale Rd., South Bend, IN 46614
574-231-0141 www.GoToIPMG.com

Register with Selective Service www.sss.gov
or visit US Post Office

Public Transportation 574-936-9904

(Council on Aging) Accepts Medicaid

Vocational Rehabilitation Services Locations:

Anderson 46016-1721
222 E. 10th Street,
Suite A
(765) 643-7413
1-877-284-5052

Highland 46322-2049
3445 Ridge Road
(219) 838-0083
TDD 923-3029
1-877-428-8513

Bloomington 47403-2492
302 W. Second Street,
(812) 332-7331
TDD 332-9372
1-877-847-9893

Huntington 46750-9719
2835-B Guilford Street
(219) 366-1284
1-877-876-2911

Clarksville 47131-2517
1452 Vaxter Avenue,
P.O. Box 2517
(812) 288-8261
1-877-228-1967

Indpls.-Central 46208-4392
3737 N. Meridian Street,
Suite 302
(317) 921-3825
1-877-715-5296

Columbus 47201-3726
2320 Midway Street,
Suite 1
(812) 376-9935
1-877-396-3271

Indpls.-N. East 46205-1653
2506 Willowbrook Pkwy.,
Suite 320
(317) 254-6700
TDD 254-6706
1-877-847-9894

Elkhart 46517-1825
347 W. Lusher Avenue
(219) 293-2771
TDD 293-7769
1-877-847-9897

Indpls.-South 46227-1379
933 E. Hanna Avenue
(317) 781-3745
TDD 781-3755
1-877-715-3169

Evansville 47713-2561
700 E. Walnut
(812) 425-1367
1-877-715-5299

Indpls.-West 46222-2656
3607 W. 16th Street,
Room B1
(317) 232-1571
TDD 232-1572
1-877-876-2864

Fort Wayne 46802-3678
219 W. Wayne Street
(219) 424-1595
TDD 426-8905
1-877-715-5292

Gary 46402-1921
504 Broadway,
Suite 444
(219) 881-6746
TDD 886-8726
1-877-847-9891

Kendallville 46755-1735
119 W. Mitchell Street,
Suite 3
(219) 347-4555
TDD 347-4777
1-877-715-5293

Kokomo 46901-4870
101 W. Superior
Suite B1
(765) 459-8871
1-877-715-5294

Richmond 47374-4212
50 S. 2nd Street
(765) 966-0932
TDD 966-4394
1-877-715-3171

Lafayette 47901-1315
323 Columbia Street,
Suite 2A
(765) 423-2276
1-877-847-9892

Seymour 47274-0930
202 E. 3rd Street,
P.O. Box 930
(812) 522-4585
1-877-847-9895

Logansport 46947-1572
1712 Dividend Drive
(219) 753-0102
1-877-715-5295

South Bend 46801-2198
221 W. Wayne Street
(219) 232-4861
TDD 283-0058
1-877-282-0964

Marion 46953-2095
415 S. Branson Street
(765) 662-9961
1-877-876-2866

Terre Haute 47801-0217
30 N. 8th Street,
P.O. Box 10217
(812) 232-7864
TDD 232-8149
1-877-715-3170

Muncie 47305-2434
201 E. Charles Street
Suite 130
(765) 282-9863
1-877-847-9890

Valparaiso 46383-5674
57 S. Michigan Avenue
(219) 462-0521
TDD 464-7582
1-877-847-9888

Vincennes 47591-1304
307 N. Second Street
(812) 882-7208
1-877-847-9898



State of Indiana

Family and Social Services Administration
402 W. WASHINGTON STREET, P.O. BOX 7083
INDIANAPOLIS, INDIANA 46207-7083

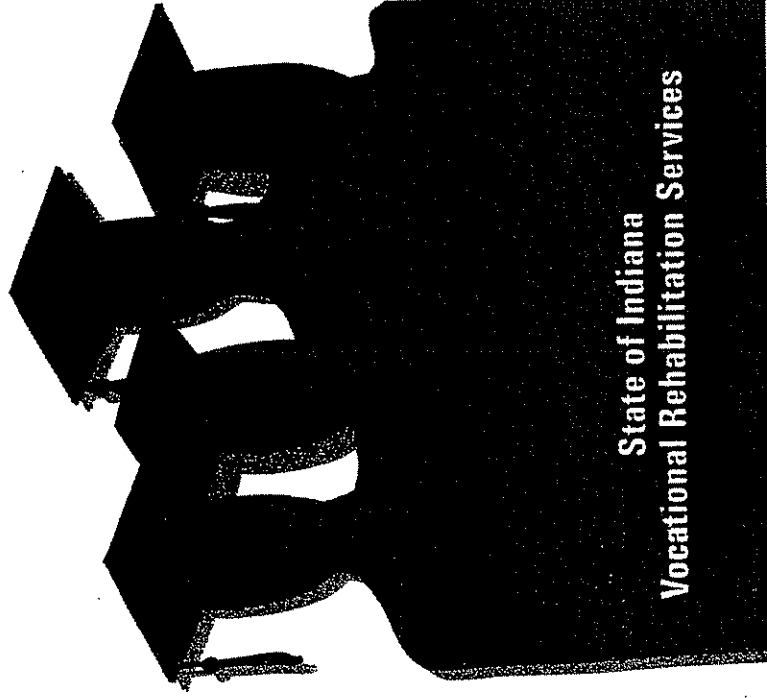
www.state.in.us/fssa

The Indiana Family and Social Services Administration does not discriminate on the basis of race, color, religion, sex, age, disability, national origin, or ancestry.

Job #3909

BRO 001 (R5/1-00)

SCHOOL To WORK TRANSITION SERVICES



State of Indiana
Vocational Rehabilitation Services

TDD same as office number unless indicated.

School-to-Work Transition Services

Who is Eligible for VR Services?

A person may be eligible if he or she has a physical or mental impairment that substantially interferes with the ability to work and vocational rehabilitation services are required for this person to become employable. When appropriate, VRS will pay for the diagnostic and evaluation services necessary to determine whether or not an applicant is eligible.

When Will I Apply for VR Services?

The formal application for VR services is made prior to the student's last semester.

Services

After a student is certified eligible for VRS, the VR Counselor, student, and family will work together to develop a Individualized Plan for Employment. This plan may include needed services that are not provided by the local school and could also include services associated with the final community-based job. When students have completed their high school education, VR services can continue to be provided to meet the employment needs of individuals with disabilities.

Advocate/Consultant Services

The VRS Counselor can act as an advocate/consultant for students and families by helping them to plan for students' adult lives. VRS Counselors often participate in Career Day and VRS Night sessions where many of your important questions can be answered.

Not Only Students in Special Education

A student does not necessarily have to be enrolled in a Special Education program to qualify for Vocational Rehabilitation Services. Any students who have physical or emotional conditions that may be substantial impediments to employment may contact the VRS local office directly. They can also ask their school guidance counselors to refer them to the appropriate VRS Counselor.

What Comes After High School?

High school students with disabilities and their families often wonder how to prepare for the time when the students leave school. Some students want to be trained while in high school so they can graduate with jobs. Others would rather prepare for additional vocational training or college programs. Vocational Rehabilitation Services (VRS) may be able to help.

Early Planning

Whatever your hopes and dreams are, early planning can help make them a reality. School staff work with the local VRS office to identify students who may be eligible for the VRS program. If a student is under 18, the school must obtain permission from the student's parents/guardians to share information with Vocational Rehabilitation Services so that a VRS Counselor may communicate with the student and family.

How does reaching the age of majority affect the Special Education Process?

Since the Individualized Education Plan (IEP) is considered a legal contract, the student who reaches age 18 is now afforded all the rights formerly assigned to the parent by Article 7. This means the 18 year-old student may now sign permission for evaluation, permission for placement, etc.

Students who have been deemed incompetent by a court of law must still have a parent or legal guardian represent them in case conferences.

Transfer of Rights to Students Upon Reaching the Age of Majority

J.E.S.S.E.
May 1989

"All kids can learn"



This pamphlet focuses on the changes in legal rights and responsibilities that occur when you become 18 and are considered an adult. The purpose of this pamphlet is to inform you of your rights and to help you recognize and avoid potential problems.

The pamphlet provides a summary of legal principles in effect at the time of publication. It does not offer legal advice. If you have a specific question, you should talk with a lawyer.

Joint Educational Services in Special Education
P.O. Box 418
324 N. Kingston Rd.
Plymouth, Indiana 46563
219-938-2627

The IDEA Amendments of 1997 give States the authority to elect to transfer the rights accorded to parents under Part B to each student with a disability upon reaching the age of majority under State law (if the student has not been determined incompetent under State law) (Sec.300.517). (Part B requires that if the rights transfer to the student, the public agency must provide any notice required under Part B to both the student and the parents.) If the State elects to provide for the transfer of rights from the parents to the student at the age of majority, the IEP must, beginning at least one year before a student reaches the age of majority under State law, include a statement that the student has been informed of any rights that will transfer to him or her upon reaching the age of majority. (Sec.300.347 (c)).

When does a person become an "adult"?

In Indiana at age 18, except for criminal purposes (usually age 16 for most serious crimes) and drinking any type of alcoholic beverage (age 21).

What does it mean to become an "adult"?

You have certain new rights which are associated with being completely independent. You also have certain new responsibilities and are held personally accountable for your actions.

When I reach age 18, am I automatically given the rights of an adult?

In Indiana, the answer is "yes," except as to drinking. Each state may set different age limits for many situations, including the following:

- Voting in state and local elections;
- Jury service;
- Marrying without parental consent;
- Making a contract;
- Making a will;
- Working for pay;
- Obtaining a driver's license.

May the "age of majority" be different for men than women?

No. That would be unconstitutional sex discrimination.

What are some of the rights you have after age 18 that you did not have before?

- To vote;
- To make a will;
- To sue in your own name;
- To make a contract (such as: rent an apartment, buy a car) in your own name;
- To obtain medical treatment without parental consent;
- To be completely independent from parental control;
- To apply for credit in your own name.

What are some of the responsibilities I have after age 18 that I did not have before?

- Criminal charges will be tried in adult criminal court rather than juvenile court. This usually begins at age 16. In some circumstances, a person as young as 10 (in the case of murder) or age 14 (for most serious crimes) can be "waived" in adult court and treated as an adult for criminal purposes;
- Parents no longer are required to support you (however, if a parent is paying child support under a court order, the obligation can last, in some circumstances, to age 23).
- You may be sued by others on contracts you made
- You are eligible for jury duty;
- All males are required to register for military draft.

Who is required to register for the draft?

Every male citizen and male alien residing in the United States who has attained his 18th birthday, must register within 30 days of his 18th birthday. Men may register up to 120 days before their 18th birthday. This is known as selective service registration.

How do I register for the draft?

Go to a local post office and fill out a registration form giving your name, address, sex, birthday and social security number. Physical examinations will not be conducted and classifications will not be issued when you register.

WHAT IF I DON'T PASS THE GRADUATION QUALIFYING EXAMINATION (GQE)

This article discusses ways an Indiana student who is a child with a disability (as defined in IC 20-35-1-2; i.e. eligible for special education, has an IEP) may meet the Graduation Qualifying Examination (GQE) requirement necessary for a diploma if the student does not pass the GQE. The "evidence-based waiver" is the focus of this article since this "waiver" is most frequently applicable to students with disabilities in meeting graduation and diploma requirements.

All students must meet state and local graduation requirements and meet the Graduation Qualifying Examination (GQE) requirement in order to earn an Indiana high school diploma. There are several ways a student can meet the GQE requirement, including:

***Pass the GQE;**

***Fulfill the requirements of the GQE CORE 40 waiver;**

***Fulfill the requirements of the GQE Evidence-based waiver" [for students without a disability see IC 20-32-4-4; for students with a disability see IC 20-32-4-5... the requirements are similar, but not identical!]; and**

***Through the "workforce readiness assessment waiver."**

Additional information is available at: <http://doe.in.gov/istep/gqe/welcome.html>

All students are expected to participate in statewide or districtwide testing. High school students with disabilities who expect to earn a diploma must take the GQE as often as required by their IEP, but at least one time. Hopefully the student will pass both parts of the GQE and not have to take the test again. If they do not pass both parts, students have up to four (4) additional opportunities while still in high school (2 as a junior and 2 as a senior) to take the part(s) of the GQE they did not pass. A student with a disability wishing to earn a diploma shall retake the GQE in each subject area in which the student did not achieve a passing score as often as required by the student's individualized education program (IEP), but must take the GQE at least one (1) time. **NOTE:** The GQE will be replaced by end-of-course assessments in Algebra I and English 10, additional information and details are available at: <http://www.doe.state.in.us/istep/pdf/INStatewideAssessmentSystQA-021808.pdf>

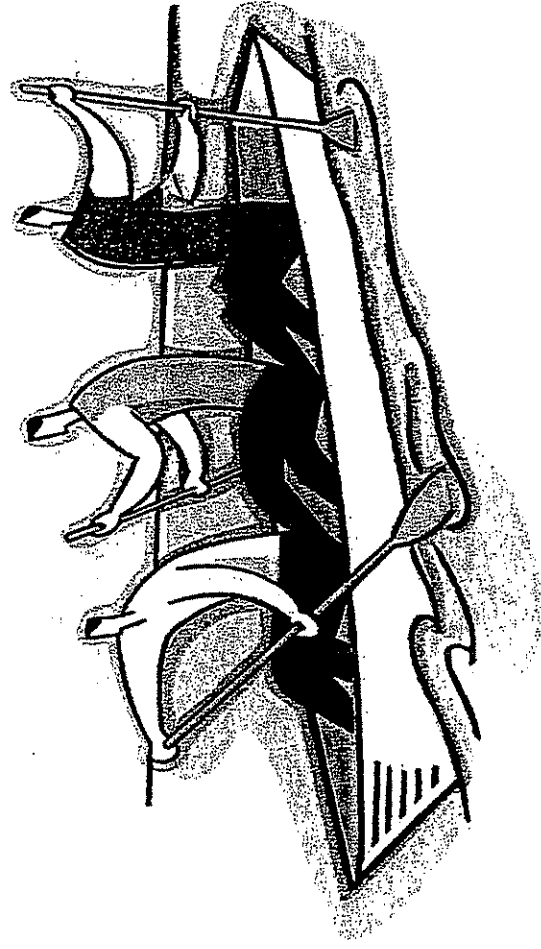
ACCOMMODATIONS AND MODIFICATIONS

There are differences between accommodations and modifications. Many testing accommodations are allowed during the ISTEP+ tests and for the GQE, but modifications are not allowed. An accommodation does not change what is being taught or tested. An accommodation "levels the playing field" for students with disabilities. For example, a Braille version of the test is an accommodation for a student with a visual impairment. A Braille version of the test does not change what is being tested, it merely accommodates the student. Additional test time, the use of a scribe or an interpreter, using a word processor (with the grammar-check and spell-check features turned off) are other examples of accommodations which are allowed for ISTEP+ and GQE purposes. Accommodations used for ISTEP+ or GQE purposes should: 1) be accommodations the student uses for instruction and testing during the school year; 2) be accommodations that are specified for the student in their Individualized Education Program (IEP) or Section 504 Plan; and 3) comply with ISTEP+ Program Manual requirements concerning accommodations. For example, reading comprehension portions of the ISTEP+ or GQE can not be read to the student even if the IEP or 504 Plan lists this as an accommodation for instruction and testing during the school year. The ISTEP+ Program Manual does not allow the reading comprehension components of ISTEP+ or the GQE to be read to the student. The ISTEP+ Program Manual can be accessed at: <http://doe.in.gov/istep/ProgramManual.html>

Modifications actually change what is being taught or tested. **Modifications** are generally **not permitted** if a course is being taken for credit, and **modifications are not allowed** for ISTEP+ or GQE testing. Modifications of test content or of the academic standards being assessed are generally not allowed in any standardized testing situations. For example, students may not be administered shorter versions of the test, offered a reduced number of possible responses, or provided with simplified directions.

3. Legislation referring to ISTEP+ and the GQE can be found in the **ISTEP+ Program Manual 07-08**. The manual can be downloaded from the Indiana Department of Education Website at: <http://www.doe.in.gov> and selecting the ISTEP+ InfoCenter button.
4. Students with disabilities who are not eligible to earn a diploma will generally be eligible to receive a Certificate of Completion. The Certificate of Completion is NOT an academic credential, but students receiving a Certificate of Completion are eligible to participate in any graduation ceremonies the school may sponsor. Students who are on a diploma track but can not meet the requirements to graduate with a diploma may wish to reconvene their case conference committees to revise their IEPs so they can receive a Certificate of Completion.
5. A student with a disability who exits high school with a Certificate of Completion can later decide to return to high school and receive special education and related services if less than age 22 and have not completed high school graduation requirements and received a diploma. Students with disabilities are entitled to receive special education and related services (a free appropriate public education or FAPE) until they earn a high school diploma or turn age 22, whichever comes first. See **Article 7 at 511 IAC 7-18-2(a)**. See also: <http://doe.state.in.us/exceptional/speced/independence/2006-09/INDEP%20Fall%2006%20Certificate.pdf>
6. **Check with your principal or guidance counselor for any changes in state or local graduation requirements. Make sure you have current and accurate information! Schools can have local graduation requirements that are in addition to the state minimum graduation requirements.**
7. See http://www.doe.in.gov/core40/diploma_requirements.html for additional information on course and graduation requirements. There are several ways to meet the GQE requirement including: 1) **pass the GQE**; 2) through the **CORE 40 waiver**; 3) through the “**evidence-based waiver**” [for students without a disability see IC 20-32-4-4; for students with a disability see IC 20-32-4-5]; and 4) through the “**workforce readiness assessment waiver**” described in IC 20-32-4-4.
8. A copy of the document, **Documents for Students Who Satisfy Course Requirements for Graduation but Who Do Not Satisfy the Graduation Qualifying Examination Requirement**, is available on the Department of Education website at: <http://doe.in.gov/super/2006/09-September/092206/graduation092206.html> Select the Superintendent’s Mail for September 22, 2006.
9. A new GQE waiver option became available as a result of legislation passed by the General Assembly in 2006. This option is known as the “**workforce readiness assessment waiver**” and additional information is available at: <http://www.doe.state.in.us/core40/pdf/faq.pdf> See also IC 20-32-4-4. This option is described in a **Memorandum** from Jeff Zaring, State Board of Education Administrator, to High School Principals and Superintendents, April 20, 2007 (also on May 19, 2006). See <http://www.doe.in.gov/super/2007/04-April/042007/workreadiness.pdf>
10. The “C average or equivalent” in courses required by the State Board of Education refers to an overall average grade of “C” (or equivalent) in required courses (e.g. does not include elective courses). Also, a local school can count a “C-” as a “C” in making the “C average” determination. This is a local decision to be made by the school.
11. The above referenced “waivers” do not actually “waive” the graduation examination requirement. The “waivers” provide “alternate documentation” avenues for students who meet all state and local graduation requirements, except for passing the GQE, to demonstrate their academic proficiency and meet the GQE requirement.

“I Want To Paddle My Own Canoe” Teaching Self-Determination Skills



The "Dignity of Risk"

- "The world in which we live is not always safe, secure and predictable...Every day that we wake up and live in the hours of the day, there is a possibility of being thrown up against a situation where we may have to risk everything, even our life. This the way the real world is. We must work to develop every human resource within us in order to prepare for these days. To deny any person their fair share of risk experiences is to further cripple them for healthy living." – Robert Perske (1972)

2

Self – Determination means:

***"Nothing About Me
Without Me."***

3

Self-Advocacy, Self-Determination, or Empowerment – What's the Difference?

- **Self-Advocacy** refers to advocating on one's own behalf. For example, knowing your rights, speaking up, and negotiating.
- **Self-Determination** refers to the skills and attitudes that enable a person to gain more control over their life. Self-advocacy is one of these skills.
- **Empowerment** is the outcome of a process that is centered in the local community and implies that integration and inclusion will be part of the outcomes.

4

Why the emphasis on Self-Determination?

- People with disabilities...
 - ...are more visible in our communities and are expected to interact
 - ...are more vocal in wanting choice and control .
 - ...do not have the level of success, satisfaction and financial security as nondisabled peers

5



- School funding is becoming more outcome based and we must improve post-secondary study results for funding.
- Development of technology that has shifted instructional strategies from teacher focused to active learner participation. Students must be more self-managed in order to participate.
- Summary of Performance
- It is the right thing to do for our students, families, staff, and schools

6

When do we start and How do we teach Self-Determination ?

- Self-determination needs to be seen as a developmental process from early childhood and continues throughout adult life.

7

Self-Determination skills include the following cognitive and attitudinal factors:

- Ability to plan for the future
- Shift locus of control to internal
- Understand time to goal attainment
- Develop healthy self-esteem
- Ability and willingness to explore careers and opportunities

8

- The willingness to ask questions and seek solutions
- The willingness to seek out and use resources
- The willingness to participate in school-based and community-based activities.



...Super (1983)

9

What blocks our students' abilities to be self-determined?

- External Locus of Control
- Low Self-Esteem
- Poor Planning
- Poor goal-setting skills
- Little participation in extracurricular activities
- Difficulty in gathering information for decision making
- Weak reality regarding their strengths and limitations and the relationship of that knowledge to a career choice

10

Infuse self-determination into the curriculum

- Means a student-centered focus
- Requires teaching more process and problem-solving skills
- More curricular time spent enabling students to learn about themselves
- Education becomes student directed

11

Practice, Practice, Practice


- Choice-making
- Decision-making
- Problem solving
- Look at Alternatives
- Review consequences
- Self-evaluation
- Empowerment

12

Early Childhood (Ages 2 – 5)

- Can express choices based on limited awareness of options.
- Goals reflect current wants, not personal goals.
- Instruction involves providing opportunities for children to make choices: offering options, helping children recognize alternative, and restricting harmful choices.
- Encourage students to make plans and abide by them during the school day.

13



- Review recent choices and help student identify results of their choices.
- Discuss plans for future choices.

14

Early Elementary (Ages 6 – 8)

- More able to find and implement solutions.
- Can set and work toward basic goals over brief time periods.
- Assist students in evaluating their own work to promote self-regulation.
- Practice and understand rule-based decision making.
- Better able to revisit earlier choices and make revision.

15

Late Elementary (Ages 9 – 11)

- Can begin to recognize when plan is not working and make changes
- Can begin to monitor own progress
- Can begin to assess strengths & challenges
- Support students in listing options, consequences and costs of choices
- Help set goals for person and school life

16

- Help student develop personal and academic goals
- Students can write down goals and monitor progress with graphing, or charting performance
- Contracts with students are great for social and behavioral goals at this age. Make sure there is a clear description of steps to achieve to reach the goal and the benefits of reaching that goal.



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Secondary (Ages 12 & Over)

- Emphasize increased responsibility for decision making, planning, goal setting, self-monitoring.
- Provide support to help analyze and evaluate the decisions they make.
- More able to assume control over their lives
- Can learn to negotiate and compromise.

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- Tendency toward emotionality
- Can learn to overcome the impulse to act on emotions and plan toward a goal
- Teach that they are responsible for the consequences of the choices they make

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Infuse *Choice* into Learning Activities

- Choosing within an activity
- Choosing between two or more activities
- Deciding when to do an activity
- Selecting the person with whom to participate in an activity
- Deciding where to do an activity
- Refusing to participate in a planned activity
- Choosing to end an activity at a self-selected time

Brown, Appel, Corsi and Wenig

20

Self-Awareness Activities

- Encourage younger children to think and talk about how they learn, what they do well, and what they like the most
- Older elementary students can begin to think more about weaknesses, but keep the emphasis on what they do well
- Provide opportunities to identify others' thoughts and feelings and learn to into account other people's points of view.

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- Have opportunities to learn the difference between anger and assertiveness
- Older students can practice situations in which assertiveness is appropriate. Use role modeling and scripting. Introduce verbal and nonverbal communication
- Provide opportunities to develop leadership and team skills



22

Information is KEY in Self-determination

- Does the student
 - have enough information to make informed decisions?
 - have information about their values and interests?
 - know their strengths and needs?
 - understand how to reexamine and reassess themselves?

23

Avoid *False Rescue* at every age

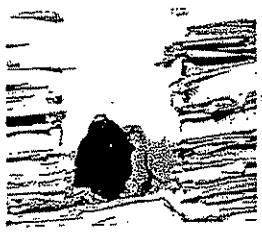
- False rescue includes all the things we do for students that they can do for themselves.
- Results in undermining self-determination and ability to accept consequences for their decisions and actions.

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Reality Orientation


- Realistic goal orientation requires teacher to:
 - continually assist a student to assess person strengths, limitations, goals, and interests
 - provide meaningful feedback for decision making
 - be positive and constructive in feedback
 - assist students in exploring many alternatives

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- create a safety net of alternative choices
- help students make safe choices
- let the goals of the student drive the IEP
- not dismiss goals as too hard or impossible
- point out strengths and concerns and provide positive alternatives

26



- help students understand community resources to assist after graduation

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Self-Determination and Cultural Diversity

- Why is this important?
 - cultural backgrounds impact personal traits
 - to express beliefs, interests, and needs, students must feel respected
 - other people (family) are a significant support in developing self-determination skills

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- Listen to the student and the family
 - show willingness to understand cultural backgrounds
 - do not assume that all members of a specific cultural group have the same beliefs
 - try to understand differences between the student and the family related to their cultural beliefs

29

- Work for a Positive Outcome
 - keep in mind what self-determination might mean in a student's culture.
 - an insignificant change to one culture might be a major milestone for another
 - try to develop solutions where the needs of both the student and the parent are met and their cultural values are respected

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Making the IEP and ACR part of the Self-Determination Process

Before The ACR

- Remember – “Nothing About Me Without Me”
- Teach IEP meeting participation and let students practice
- Teach students how to set IEP goals

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Your Ideas

- Given the characteristics associated with students with special needs . . .
- How can we include them in the ACR...
 - what have you used?
 - what would you like to incorporate?
 - other ideas

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Model Behavior during ACR

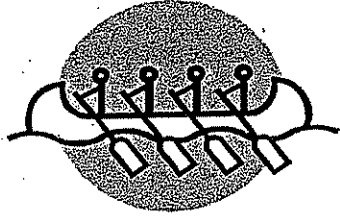
- Direct statements to the student
- Look at the student when talking about him or her
- Use words and gestures the student can understand
- Provide opportunities for the student to respond to comments and to disagree or agree

33

- Ask the student to share goals, skills, strengths, challenges
- Ask the student to share before the parents contribute
- Support and respect the student as they share
- Consider the student an equal member of the ACT committee

34

What's happening down river?



35

Curricula

- Whose Future Is It Anyway? (Weymeyer & Kelchner, 1995).
- Life Centered Career Education (Brolin, 1992).
- Become Your Own Expert (Carpenter, 1995).
- Next S.T.E.P. (Halpern et al., 1997).
- The Self-Directed IEP (Martin, Huber Marshall, Maxson, Jerman, & Miller, 1996).
- ChoiceMaker Self-Determination Series (Sopris West).

36

Reference

- Field, S., Martin, J., Miller, R., Ward, M., Wehmeyer, M.(1998). *A Practical Guide for Teaching Self-Determination*. Arlington, VA: The Council for Exceptional Children

37

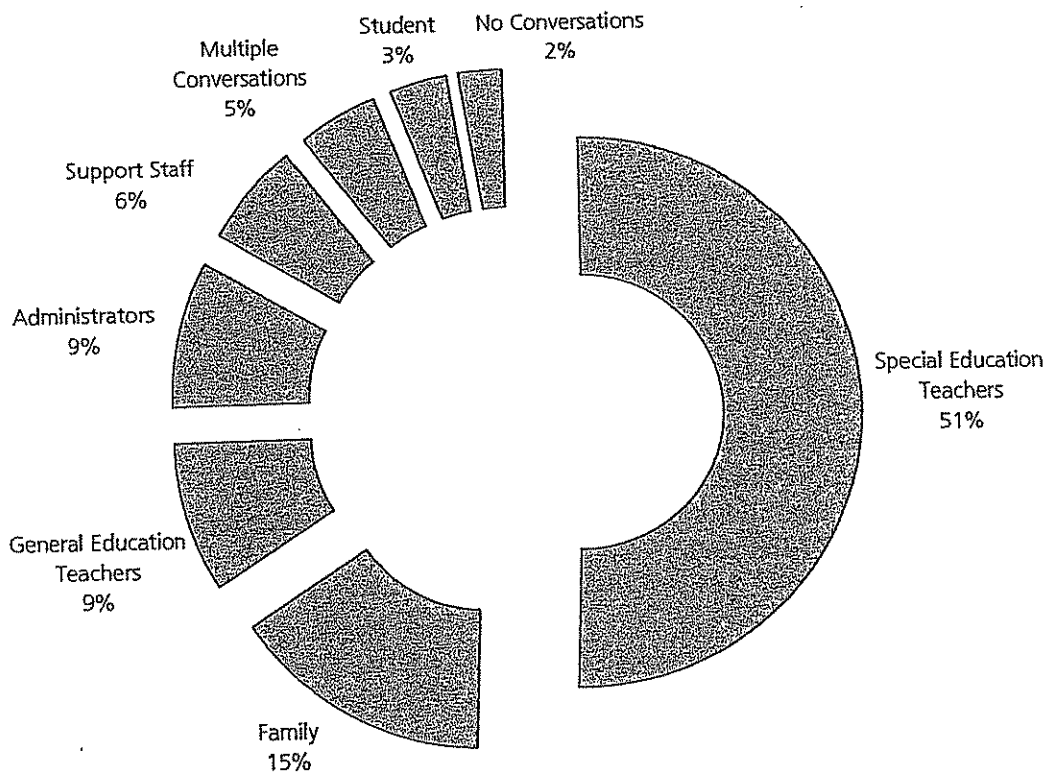
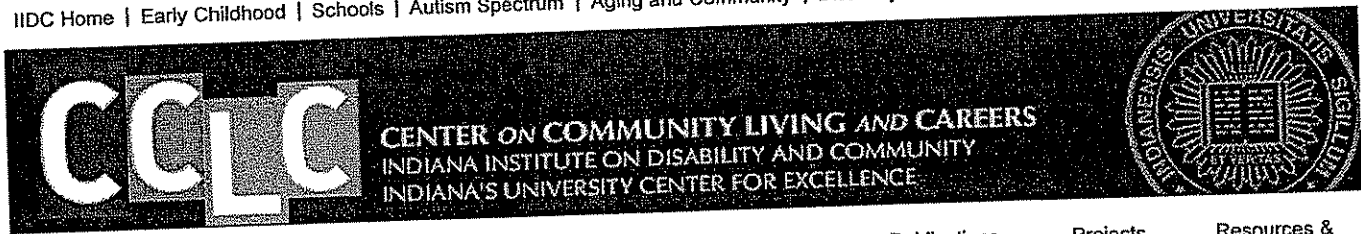


FIGURE 11.1. Percent of 10-second intervals that IEP team members talked during traditional educator-directed meetings. From Martin et al. (2006). Copyright 2006 by The Council for Exceptional Children. Reprinted by permission.



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TRANSITION TO ADULT LIFE

- [A Roadmap to Choosing an Employment Agency](#)
Here are some questions you may want to ask when choosing an employment agency
- [Transition to Adult Life: A Shared Responsibility](#)
A Vocational Rehabilitation Services Policy to Practice Guidebook
- [Seeds of Success: Growing Transition Services for Young Adults](#)
Quality transition services throughout Indiana
- [Statewide Community Transition Councils \(CTC\) Directory](#)
Strategies and tips from CTCs throughout Indiana
- [WorkOne Centers Schools: Collaboration = Success](#)
Schools and WorkOne Centers have the same goal - supporting youth to succeed. WorkOne Centers address the community's employment needs.
- [Vocational Rehabilitation Services: Building Effective Transition Partnerships](#)
Planning and coordination between the school representative(s) and the Vocational Rehabilitation counselor is critical.
- [The Vocational Rehabilitation Process for Specific Learning Disorders: A Guide for Transition Partners](#)
A Vocational Rehabilitation Services (VRS) Power Point that clarifies VRS policy PPM 510, assessment and eligibility decisions.
- [Indiana VRS Checklist for Learning Disorders](#)
This checklist is to be completed by the Vocational Rehabilitation Services applicant and/or referral's parents/guardians.

• **Transition IEP**

(Download Part 1 & Part 2 for complete presentation) [Part 1](#) & [Part 2](#)

[Transition IEP: Flow Chart](#)

[Age Appropriate Transition Assessment](#)

[Age Appropriate Assessment Guide](#)

[Student Involvement in the IEP Process](#)

[Goal Examples](#)

[Summary of Performance \(ICASE\)](#)

[Summary of Performance \(Georgia\)](#)

RESOURCES ON THE WEB

<http://ideanet.doe.state.in.us/exceptional/speced/resources.html>

COLLEGE AND POST-SECONDARY SERVICES FOR PERSONS WITH DISABILITIES IN INDIANA ~~2004-2005~~ EDITION

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NOTE: The information contained in this camp list was reported by the camps/sponsoring organizations. The information is believed to be correct, but is subject to change. Verify all particulars and information prior to registering.

SPECIAL SUMMER CAMPS