

Transition Planning: Where to Begin?

An OCALI Parent Package



 educational service center
of Columbus
 Ohio Department of Education
Funded in part through a grant from the
Ohio Department of Education's Office for Exceptional Children.

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Welcome to the presentation on the basics of autism spectrum disorders or ASD. This presentation is part of the Ohio Center for Autism and Low Incidence's (OCALI) Parent Packaged materials series; materials designed to be used by parents and parent groups to increase knowledge about topics important to families of those with disabilities. These materials were developed by the expert staff at OCALI with funding from the Ohio Department of Education, Office for Exceptional Children. For further information on all the parent packaged materials please contact Donna Owens, family and adult services administrator at OCALI, 614-410-0381 or donna_owens@ocali.org

Transition Planning: Where to Begin?



- Future Planning
- Meaningful Post Secondary Goals
- Age Appropriate Transition Assessment

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TRANSITION
What Does It Mean?
What Are The Implications?

• A Change	• Fresh Beginnings
• Moving on	• A Sense of Loss?
• New Beginnings	• A Sense of Accomplishment?
• Familiar to Unknown	• Something to Avoid?
• Excitement!	• Something to Embrace?
• Anxiety	

SOMETHING TO PREPARE FOR!



FACILITATOR - To begin the session, engage the group in a brief (2-3 minute) discussion about what the word transition means. These are some of the things you may hear. What thoughts does this word bring to mind? How does it make you feel? What are the Implications?

Share the words and phrases on the slide.

The point is that transition ...no matter what situation it is applied to..... is associated with both positive and negative emotions and aspects. The final statement, "Something to prepare for" introduces the idea of this presentation and the transition process. Regardless of how we feel or what the expectations, "transition" requires preparation.

Transition from the Education System

The **goal** of education is to prepare children and youth to become **successful adults**



While **education programs teach** the important concepts, skills and knowledge for adult life, successful transition to adulthood requires **extensive and additional planning**

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The Individuals with Disabilities Education Improvement Act (IDEA 2004) the special education law tells us that the goal of education is for students to become successful adults in many aspects of adult life. This includes living, learning and working.

While the IEP and other educational programs focus on important concepts to build skills, that is not all that is required to make the transition successful .

Planning for this all important step begins early in the school years (no later than age 14) and the plans look beyond the education walls to the community, agencies that can support the adult goals and family decisions for the future.

It's A Process... Not a Form



- Transition Planning is a systematic “Process”
- The summary of the process activities are documented on the IEP form
- The first steps of the IEP transition plan are a required part of the IEP starting at age 14
- The activities and information that lead to the plan come from multiple sources
- Must include information from the student and family!

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Sometimes transition planning is viewed as the completion of the transition section of the IEP. Some teams attempt to “fill in the boxes” with little consideration for the intent of the process. Much of the process occurs outside of the IEP meeting and involves information from many people and sources. The IEP form contains only a summary of the important information. The information on the IEP does not represent all the details of the work that is necessary. Therefore, planning for the entire process is essential.

While many people can add information that is useful, the family and student **MUST** be included in this discussion in whatever manner and to whatever extent possible.

We will talk more about the process and the family involvement, however, we should remember that parents, families and students should expect to participate in this process in a meaningful way.

Process...Not a Form

A process that:

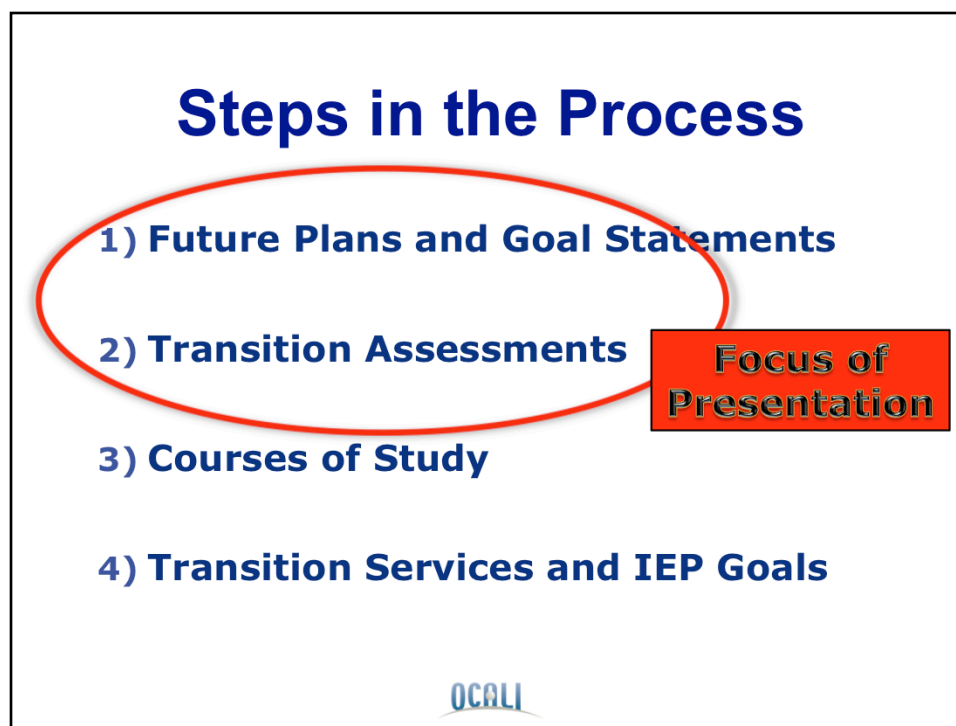
- Identifies and begins with student strengths and interests
- Builds on these strengths and interests for adult life and career goals
- Is based in accurate assessment of student skills and knowledge



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(Note for the facilitator...mention the following information during this discussion and help the group understand that these are important points that will continue to be emphasized and discussed throughout the presentation. This slide is only to introduce these ideas, more information will follow. Emphasize these three points.)

1. Families should expect that the transition process will carefully examine the student's interests ("what I like to do") and aptitudes ("what I am good at doing").
2. The process should also include an examination of how these strengths can translate to adult employment, on-going education, leisure activities and living situations.
3. This also means that it is important to have a realistic and accurate assessment of the student's current skills and knowledge in order to know where to focus instruction and skill development, particularly during the middle and high school years.



These are the steps in the process of Transition Planning as set out on the IEP.

Identification of Future Plans and Goal Statements of desired adult outcomes in the areas of employment, education and, if necessary, independent living.
(Employment and education are required post-secondary goals of the transition plan. Independent living is optional and based on student need).

Transition Assessments This is a set of assessments and information about the student that is gathered in order to develop a comprehensive profile of the student's strength, interests, aptitudes, challenges, needs, supports, learning style, preferences, gifts and any other information that helps mold the goals and services of the transition plan.
(A summary of all Transition assessment information must be included on the IEP when the student turns 16, so the team should begin gathering that information well before that IEP is drafted)

Courses of Study Transition assessments help identify where the student is currently in the process to achieve future goals so that the team can determine what other skills/experiences/knowledge must be addressed in order to achieve those goals. This is the "course of study". This may be academic in nature or it could also include social, vocational, and life skills development.
Please note that the course of study can include social and functional skills development, even if the student is in academic coursework and targeting college as an education outcome.

Transition Services and IEP Goals These are also identified as a part of this process. Goals of the IEP should be linked to the ultimate postsecondary goals of the student. IEP goals should help the student achieve those desired outcomes. Transition services are activities, knowledge, referrals, or other experiences or instruction that lead directly to the desired adult outcomes.

This presentation, Transition Planning: Where to Begin? will focus on Future Plans, Goal Statements and the role of Transition Assessments as the foundation of the process.
We will take a closer look at each one of these areas and the specific implications for family and student


Part One: Visioning/ Future Planning

Edresourcesohio.org



As we move through discussions about future planning and assessment we will make references to the Individualized Education Program or IEP process. Our focus, as shared earlier, is not on completing the IEP forms, BUT we know that you might have questions running through your head about the forms, the IEP process, etc. We have included the website edresourcesohio.org here for you to access after you leave today. There is a link to the IEP forms on this site, and much more information about transition planning there. We won't be covering the forms here today, but wanted to make sure you have that information if you needed it.

Let's begin with talking about YOUR vision for your child's future!

The Changing View of Future Planning	
<u>“OLD” View</u>	<u>“Current” View</u>
<ul style="list-style-type: none">• Focus: To get to the next grade• Focus: Did not necessarily align with rest of IEP• Guided by the “Expert” or a “professional”	<ul style="list-style-type: none">• Focus: Post-School Outcomes• Focus: Includes employment, education and independent living• The “Connector”: Connects IEP activities to the goals of the future• Personalized: Family and Student definition of success formed by AATA• A Discussion...using information and knowledge as well as dreams and desires
Often times was an afterthought....a fill-in	Becomes the guide/pointer/foundation of the plan
	

Look at each of the points on these two lists. The list on the left gives examples of the ways that people have thought about the vision or future planning statement in past years--almost as if it is a afterthought. Instead, the new and emerging view is that the vision and future planning becomes the guide for the process, the pointer for the entire IEP. It connects the entire plan and makes it personal to the student.

Future Plans and Goals

- Services and supports in high school should help the student to reach the vision for adult life
- Parents and students guide this process by providing the IEP team with a description of the adult life they hope to create.

“Cookie Cutter” programs are NOT enough!

- This is a PERSON-CENTERED, INDIVIDUALIZED approach



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These points refer to both the vision statement and the age 14 future planning statement of the IEP.

Parents should take this step seriously and be ready to help the IEP team focus on the desired adult life of their son/daughter.

The vision statement is part of the IEP from the first IEP that is written. It can, and should, change over time leading to the Age 14 Future Planning statement.

Parents can make this “statement” as long or as deep as they like in order to include all the important information.

Sometimes it is hard to pull all this information together. That is when a tool can be helpful as a guide. The following slides offer a few tools to help craft the vision and future plans.

Person Centered Planning



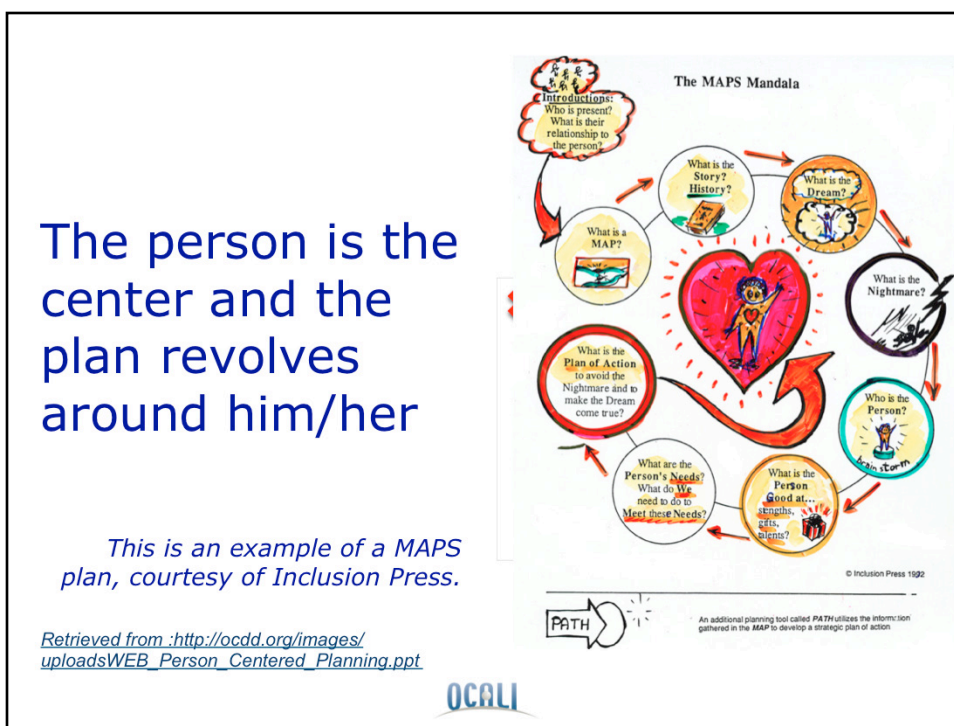
This individualized process is referred to as “Person Centered Planning”

- “.....an **ongoing problem-solving process** used to help people with disabilities **plan for their future.**”
- “**Groups of people** focus on an individual and that person's vision of what they would like to do in the future.”
- “....team meets to **identify opportunities** for the focus person to develop personal relationships, participate in their community, **increase control over their own lives**, and **develop the skills and abilities** needed to achieve these goals.”

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While the entire IEP process is considered a “person centered process”, in the transition years it takes on more importance since the student’s life as an adult is its focus. Read this definition and consider the power and motivation this type of process could create.



Here is a visual example of Person Centered Planning process. This one is called the MAPS, Making Action Plans. Review each step with the participants:

Introductions: Who is present and what is their relationship to the person? (For the purpose of the MAPS process, there are more than school and agency personnel who attend.)

Description of MAPS process: The Facilitator explains the process to participants

The Story: What is this person's story? Their history?

The Dream: What is this person's dream?

The Nightmare: What is this person's nightmare, their fear, the worst outcome for their life?

Brainstorm: Who is this person, their characteristics, their qualities?

Strengths: What are this person's strengths, gifts, and talents?

Needs: What does this person need and what must be done to meet those needs?

Action Plan: What is the Plan of Action to avoid the Nightmare and to make the Dream come true?

While this team may not meet with the Facilitator again, the group that is committed to supporting this person's dream will meet periodically to assess where things are, brainstorm what can be done next, and continue with short term plans to make the dream come true.

Puzzle of Lifestyle Planning

- This free tool provides a list of questions to help families and students think about the future.
- “The Puzzle of Lifestyle Planning” is available on the Indiana Resource Center for Autism website at:
<http://www.iidc.indiana.edu/index.php?pageId=391>

Have you thought about or discussed these questions.....

This tool is simply a list of questions to help stimulate thoughts and discussion. It is available free on the web at the address included.

The following slides show the list of questions. You may not be able to read each question, but it gives you a general idea. If you have access to the web, you may go to the web and show this document. Or, print it off ahead of time and give as a handout.

The Puzzle of Lifestyle Planning, IRCA Articles, Access Autism

The Puzzle of Lifestyle Planning
Contributed by Nancy Kalina


Everyone makes choices daily that impact life. For example, people decide where they will work, with whom they will live, and in what extracurricular activities they will engage. For individuals with autism spectrum disorders these decisions are often made by others and without the person's input. Lifestyle planning allows people to explore possibilities, brainstorm strategies, and identify outcomes that are typically beyond what is offered by traditional services. Quite simply, lifestyle planning is a method for supporting individuals with autism spectrum disorders in making choices which reflect preferences, areas of strength, and their own visions. The individual is supported by friends, family members, and professionals to construct a map for his/her life. Below are questions that can facilitate decisions about:

Education

1. Would the person be interested in taking classes at the post- secondary level?
2. Would the person be interested in taking classes at a local vocational training school?
3. Would the individual be interested in taking classes through the YMCA or YWCA?
4. Would the individual be interested in taking an adult education class through the community schools or local library?

Employment

1. Does the person want to be employed part-time or full-time?
2. Does the person want to work at one job or two jobs?
3. Would the person be interested in volunteering instead of working?
4. Would the person be interested in working and volunteering?
5. Is the wage important to the person?
6. What is the minimum amount of money that s/he is willing to accept?
7. Would the person be interested in being self-employed?
8. Does the person want to sample a number of different jobs to determine what s/he likes?



Puzzle of Lifestyle Planning


This is the way this resource is organized. The questions guide the family's planning process.

Transportation


1. How does the person get to his/her job?
2. Is car pooling possible?
3. How does the person get to the grocery store?
4. How does the person want to travel to school?
5. Are some methods of traveling better than others depending upon the time of day?
6. Does the person feel comfortable traveling in a crowded bus?
7. What means of transportation make sense now and what are the person's goals for the future?
8. Does the person want to hire a driver to get to and from work?
9. Is the person eligible for support money for transportation through Supplemental Security Income (SSI), e.g., Individual Work Related Expense (IWRE), Plan for Achieving Self Support (PASS plans)?
10. What transportation is available if the person wishes to take part in social gatherings in the evening?

Residential

1. Does the person want to live in a group home?
2. Does the person want to live in his/her own apartment?
3. Does the person want to rent or own?
4. Would the person rather live in a house, an apartment, or a duplex?
5. Does the person want to have a roommate? If so, how many?
6. Does the person want to live alone?
7. Does the person want to live in a foster family situation?
8. Does the person want to live with someone in particular?
9. Where does the person want to live?
10. Does s/he want to live in the city or on the outskirts of town?
11. Does the person want to rent an apartment that is within someone else's home?
12. Does the person want to live in a dorm?
13. How much does the individual feel s/he can spend on rent?
14. Does the person want to rent something that is furnished or unfurnished?




Puzzle of
Lifestyle
Planning




These are additional questions that are important to consider.

Supports

1. How much and what type of support does the person want? (This may change with different tasks and different days.)
2. How much and what type of support does the person need within the home?
3. How much and what type of support does the person need when using transportation?
4. How much and what type of support does the person need in the community? For example, could a grocery store offer assistance to the individual when s/he is doing the shopping?
5. How much and what type of support does the person need at work?
6. Can coworkers offer any of the supports that are needed?
7. How much and what type of support does the person need to take classes? Can the teacher offer support? Can a friend offer support?
8. Is the person interested in getting a canine companion?
9. How does the individual want the support person to describe himself/herself?
10. What supports can be offered to an individual who does not self-medicate so that the individual feels as if s/he is respected?
11. How do the people who surround the person support the individual's decisions?
12. How do the people who are in the individual's life support the person to try something new?



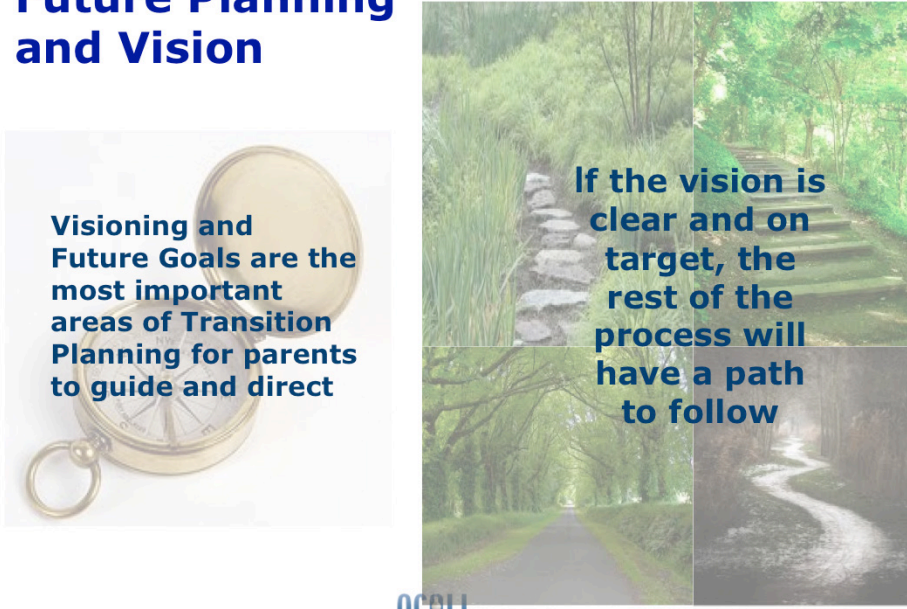


FACILITATOR - After reviewing the slides and asking the previous leading questions (on slide 6) lead a small discussion as the parents feel comfortable. Does not need to be more than a few minutes .

Then move to a connector statement:

“Does it seem overwhelming at times? For most families it is overwhelming. There are other resources and processes that can help families and individuals answer these questions. Let’s look at some of those processes and tools”.

Future Planning and Vision



Visioning and Future Goals are the most important areas of Transition Planning for parents to guide and direct

If the vision is clear and on target, the rest of the process will have a path to follow

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From the beginning of the process, the parents and student are key to making sure the team is focused on adult goals that are motivating and that align with the student's skills and talents. If the vision of the future is individualized and clear, the rest of the plan and the IEP will support movement in that direction. However, if the vision is generic, lacks meaning or is crafted without thoughtful consideration then the rest of the activities that take place will also be pointed in the wrong direction.

Never make the vision or future planning an afterthought.
Do not rush through this process
Never trivialize this step.

Part Two: Post-School Goals

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Goal Setting

The IEP team, along with information from meaningful assessments, can help the student and parents create realizable and important goals



The next step is Goal Development. Transition goals are developed AFTER considering the future plans and vision. The IEP team may need to gather more information to help craft a specific goal. That process is called "Age Appropriate Transition Assessment" which we will discuss in a few minutes.

Post-Secondary (Adult) Goals

Are developed based on:

- The Vision & Future Plans
- Age Appropriate Transition Assessments
(*Student Strengths, Needs, Interests, Preferences*)
- AND...meaningful discussions of IEP team



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The next step is Goal Development. Transition goals are developed AFTER considering the future plans and vision. The IEP team may need to gather more information to help craft a specific goal. That process is called "Age Appropriate Transition Assessment".

Post-Secondary goals are goals for life after leaving high school, goals for the student's adult life. The picture here describes a good goal: one that is: specific, measurable, attainable, relevant, and time-bound.

- Post secondary goal are carefully selected based on what we know about the student and the desired outcomes for the future.
- The development of these goals are guided by information gained from age appropriate transition assessment.
- The team should engage in meaningful and creative discussions about the goals and what this will mean for the student as an adult and the impact on the student's current educational program.

(Facilitator: Tell the group that there will be more specific information about Age Appropriate Transition Assessment later in the presentation.)

Post-Secondary Goal Areas

IEP Goals are **REQUIRED** in the areas of:

Education/Training

- *“How/where will I continue to learn?”*

Employment

- *“Where will I work or what kind of work?”*

An **Optional** Goal Area:

Independent Living

- *“Where will I live after high school? What will I need to be able to do?” “Do I know how to get through the day without help”?*



Points to remember related to Post-Secondary Goals

1. These are adult life goals
2. These goals occur **AFTER** graduation
3. The Individuals with Disabilities Education Act (IDEA) requires that two areas be addressed in post-secondary goals and possible a third area if appropriate for the student

These are required:

- 1. Education and/or Training** after graduating from high school and
- 2. Employment** after high school

This is the optional one:

- 3. Independent Living** following high school

Although this is “optional” do not skip over this option too quickly. Many students, even those students in college prep courses, need some special instruction, services, or support to achieve the social and life skills to live, learn, and work as an adult.

Post-Secondary Goals: *Important Points!*

Post-secondary goals
means **adult life** goals

- These occur **after**
graduation or leaving
high school

Are **Measureable**

- Can answer “yes” or
“no” to the question,
“*Did that goal take
place*”?



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Points to remember related to Post-Secondary Goals

1. These are adult life goals
2. These goals occur AFTER graduation
3. They must be measureable,....meaning they are always stated in a way that in the future if asked, “Did this person achieve the desired goal?” One could clearly answer “yes” or “no”.

The next three slides review examples of goals in each area.

Example of a Proper Post Secondary Goal

Following High School
graduation, John will attend
South College fulltime to
become a vet tech.

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The next slide will explain why this meets the criteria of the IEP Transition Post School Goals

Why it is...

"Following high school"...Yes, it occurs AFTER graduation ...so it is an adult goal

Following High School graduation, John will attend South College fulltime to become a vet tech.

"Will attend"... Yes, that can be answered with a "yes or no"...so it is measurable

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Explain why these meet the criteria of the IEP Transition Post School Goals

1. This occurs AFTER high school
2. This is started in a positive manner so as to suggest they are measureable.
It does not suggest that John simply hopes to attend an education program, it says he *will* attend.
3. Attending is measurable.
One can say either "Yes John did attend" or "NO John did not attend".

**NON-Example of Post
Secondary Goal**

During the last year of High School, John hopes to audit classes at South College to be ready to attend the vet tech program.

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The following slide will explain why this does NOT meet the criteria of the IEP Transition Post School Goals

**Why it is a
NON-Example...**

Occurs during high school.... **NOT** after graduation.....
NOT a Post school goal

During the last year of High School, John hopes to audit classes at South College to be ready to attend the vet tech program.

"Hopes".
Can **NOT** accurately measure "hope" with a "yes or no" ...it is **NOT** measurable...

1. This goal does NOT occur AFTER high school . It occurs before he graduates
2. This goal is NOT measureable.

This goal suggests that John only hopes to audit a program.

"Hope" is not observable or measureable. It is hard to measure whether this youth had a hope. If John hopes to attend South College, are we measuring whether he continued to "hope"? How do we know?

A clear non-ambiguous statement allows one to clearly measure these outcomes .

Some of the next goals are employment related and some are for other adult skills. Either is fine...It depends on what the youth needs.

Other **NON**-Examples

Education

JT wants to work and hopes to receive on the job training to develop necessary skills to work in a factory.

- *NOT sure this is **after** high school*
- *“Wants” and “Hopes” are **not** measureable*

Juanita’s parents believe she is interested in attending adult education classes to continue to develop independent living skills.

- *Does NOT tell us it is **after** high school*
- *“Believe” is **not** measureable*
- *Needs to state what Juanita will do, not what her parents want her to do*



(Facilitator, review additional examples if you feel that the group needs more review.

OR

If you feel the group understands, move quickly through the next several slides. Have the group discuss it and give you feedback.)

The examples on this slide are NON Examples.

The reasons they are NOT examples are stated on the slide

Examples Corrected

Education

- *After graduation* from High School, JT will receive *on the job training* to develop necessary skills to maintain his factory job.
- *After leaving* high school, Juanita will attend *adult education classes* to continue to develop independent living skills.



These are the corrected non-examples from the previous slide.

The reasons why these are now acceptable examples are:

1. All these occur AFTER high school
2. All these are started in a positive and active manner so as to suggest they are measureable.

The goals state that JT *will* attend

3. Attending is measurable. One can say either "Yes he did attend" or "NO he did not attend".

Employment Examples

- *After leaving high school, Shawn will work full time in a local bakery*
- *Following graduation, Mary will work part-time in supported employment in a local community retailer*
- *Following graduation, Dwayne will work several hours a week for a local veterinarian while studying to be a vet tech.*
- *Following graduation from high school , John will attend a vocational training program full time so that upon completion he will be employed in the local community as a welder.*



The more specific the future employment vision, the more likely you are to select the most appropriate activities and course of study while in high school.

Of course, the post school goals can change or be refined year to year. And that is the right thing to do if the targeted goal is determined to not be what the student is able to do or that the student wants to do.

It is also a good idea to think about whether one wants full or part-time employment, in the community or sheltered, and whether support is needed or if the person can become independent.

Sometimes the employment will not occur until after the student completes college or another training program. That also can be stated with the education goal (see John's goal above).

Independent Living Examples

- *After leaving high school, Cary will live in an apartment with the necessary supports to be safe and productive.*
- *Immediately after graduation, Joe will live in the family home with his parent's support, moving to a group home in 2-3 years with full time support.*
- *Following graduation, John will live independently in a dorm on campus and in the family home during the summer months*
- *Following high school, CJ will live with his brother in the family home with assistance only in the evening*



Discussion:

These goals meet the criteria because:

1. All of these occur after high school
2. All are positive statements and suggest these events WILL occur, which makes them measureable (one cannot accurately measure "hopes" or "plans").

(Facilitator: You may want to point out that correctly written goals will often lead to many questions that need to be answered. This is exactly what these goals are meant to do! If they are specific, then we can start to envision the adult life and also can determine what needs to occur for success.)

Questions that may occur to the IEP team when these goals are written include:

Cary: Can she manage independently? Can she cook, clean, and remain safe? Does she have medication that she needs to manage? Can she pay bills? How much help does she need?

Joe: Have arrangements been made with agencies so that he can move to the group home when he is ready? What type of home? How many people? Where should it be located?

John: Even though he is in a dorm, he will need many skills to know how to navigate the practical aspects of the dorm as well as the social situations he will encounter

CJ: He will have some support through his brother, yet he will need some independent skills and abilities as his brother will only be available in the evening to assist him. What does CJ need to learn in the next years so that he can function in his brother's home?

Is the School Responsible to see that my Child Accomplishes his Post-School Goals?

No.

However...

The school ***is responsible*** for assuring that the education program, goals and services connect to the post school goals

The school ***is responsible*** to design a program that will allow the student ***to be ready*** to pursue the identified post school goals

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This may be a difficult concept for people to accept. However, think about students that are not receiving services through the IEP. The school cannot guarantee they will be accepted to college or that they will successfully graduate college or even hold a job. The school is responsible, however, to provide a solid foundation so they are ready for these opportunities. The same is true for students on IEPs .

Check Point for Parents!

REVIEW YOUR CHILD'S POST-SECONDARY GOALS

- Do you believe they are appropriate and accurate as written?
- Draft changes or additions you would like the IEP team to consider

IF YOUR CHILD DOES NOT YET HAVE POST-SCHOOL GOALS

It is never too soon to start identifying goals for the future in the areas of:

- Education/Training
- Employment
- Independent Living



At this point, have parents review their IEP Post School goals.

Are they individualized?

Are they appropriate for their child?

Are they written correctly?

Are they based on the future plans and vision?

Do they require change or updating?

For those parents whose child does not have post school goals, have them start to draft some ideas.

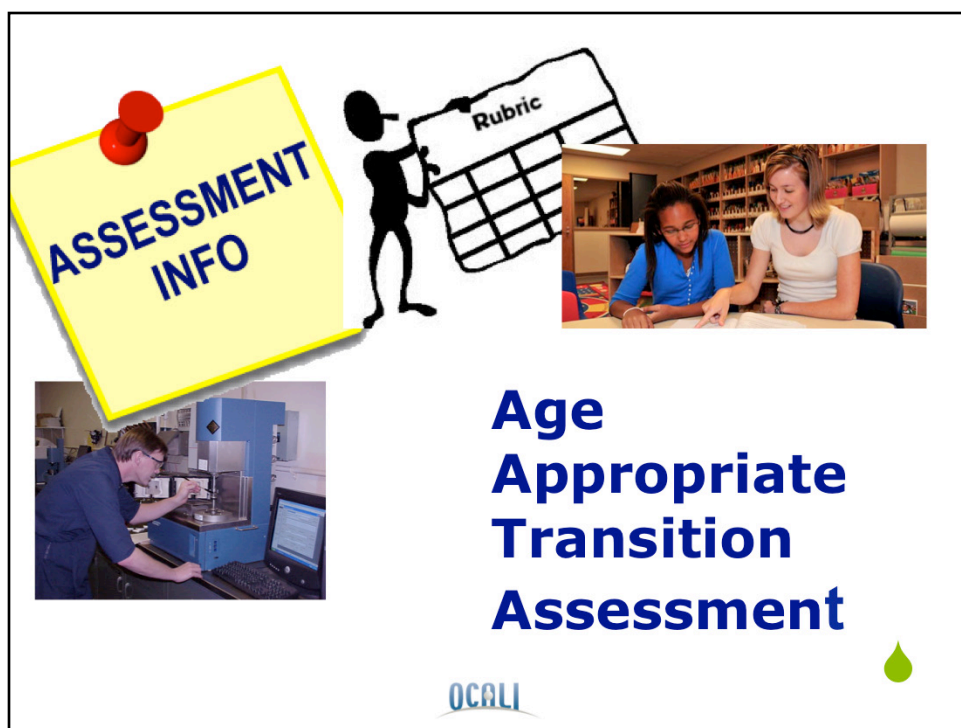
You may stop the presentation at this point and plan to go the next section at a different time. OR if time permits, move forward with AATA. A break at this point is helpful as the next area may be new information for many parents

Part Three:

Age Appropriate Transition Assessment

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As promised, we will now talk about Age Appropriate Transition Assessment or AATA.



The next section is Age Appropriate Transition Assessment (AATA)

AATA is required to be documented on the transition plan by age 16. Therefore, data must be gathered well before that time in order to be able to document and use the information.

What is Age Appropriate Transition Assessment (AATA)?



“...**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.”

Division on Career Development and Transition (DCDT) of the Council for Exceptional Children

ONGOING...

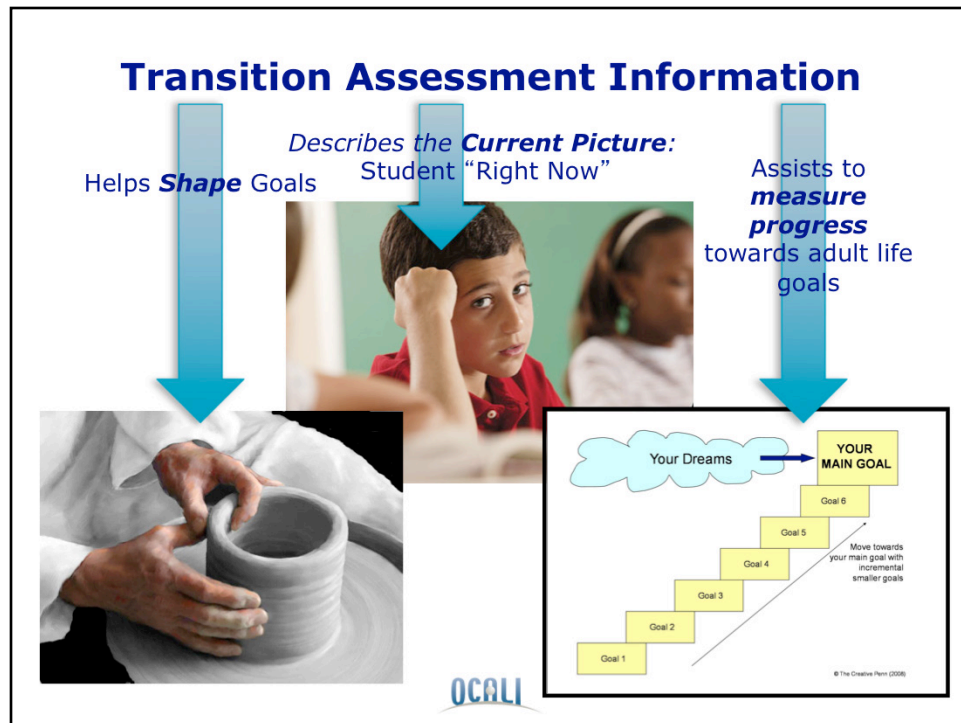
Individual Needs, Preferences, Interests

Both Current and Future!

So what is AATA? The red words here emphasize the purpose of AATA.

Important words are highlighted:

- ONGOING- throughout the years
- INDIVIDUAL – Not the same for everyone
- CURRENT and FUTURE – Helps define the future goals and helps identify what needs to be taught now in order to reach those goals



This is a visual to help you remember this important information from the previous slide.
 Note: Repetition may be seen in this section in order to make certain important points.

Age Appropriate Transition Assessment (AATA)

AATA is **required** by IDEA as part of IEP. Assessment information must be **summarized on the IEP** when the student is age 16.

AATA will also be important in these other areas of the IEP:

- Future Planning—Information generated from future planning is part of AATA
- Age 14 Statement—Information used to develop the age 14 statement is part of AATA



Several Important points to make from this slide:

1. The future planning and vision can be improved and refined by the use of AATA .
Meaningful assessments can assist families to focus on employment, education and independent living outcomes that the student is interested, motivated and able to accomplish .
2. Please note, AATA is not meant to LIMIT the possibilities, instead it helps the student understand what they need to work on , learn, experience and develop in order to meet the desired goal.
3. AATA can also introduce possible adult careers or experiences that will help the student determine what will be the best career/job path, where I want to learn or live and how to structure adult life.

**Age Appropriate Transition
Assessment**
KEY POINTS

It includes formal and informal assessments, tools and activities.



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AATA includes 1) Formal and 2) Informal assessment methods and tools

Formal assessment such as the Ohio Achievement Test and other standardized test provide some information that could be valuable, especially for those students going onto college.



Additionally methods such as observation and interview with parents (informal tools) are also considered equally valuable.

We will look at a few examples of each in the next few slides.

Age Appropriate Transition Assessment

KEY POINTS

It includes
information from
multiple sources—
including, and most
importantly,
Parents and Students

There is an emphasis on parent input. It is a central part of this process of the AATA process.

Formal Tools for AATA

- Adaptive Behavior/
Daily Living Skills
Assessment
- General and
Specific Aptitude
Tests
- Interest
Inventories
- Intelligence Tests
- Achievement Tests
- Temperament
Inventories/
Instruments
- Career Maturity or
Employability Tests
- Self-Determination
Assessments
- Transition Planning
Inventories



Note that many of the formal assessments focus on adult skills and adult life. Regardless of what tool is used, the focus must be on the student as he/she moves into adult life, not simply a score or grade. A score or number does not give useful information unless it is translated into how that will affect adult life.

The informal assessments should also reflect on the projected adult life. For example, observations in the community or home related to independent living skills (such as problem solving and social interactions) should project how these observed skills will assist the youth in their adult life. Does the observation suggest the student needs additional skill development? How will this most successfully be accomplished?

Much like planning for the MFE, when thinking about AATA information, consider:

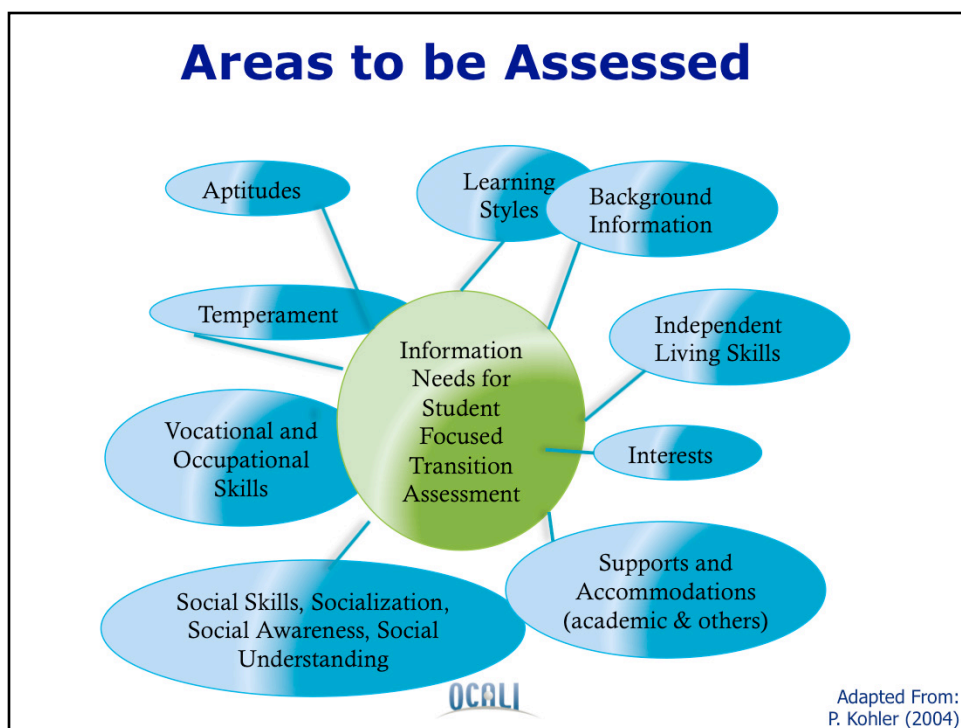
1. The sources that one can currently use to gather information,
2. What is already known about the student, and
3. What additional assessments need to be completed so that the team has adequate information to plan and assess progress

Informal Tools for AATA

- Interviews with student, parent/ family, others
- Questionnaires completed by student, parent/family, others
- Direct observation
- Curriculum Based Assessments
- Environmental Analysis

AND MANY MORE...

The logo for OICALI, featuring the word "OICALI" in a stylized blue font with a small graphic element below it.



There are many areas that need to be considered gathering information. This graphic gives you an idea of some of the areas that should be discussed. Some students will need a closer examination in some areas than in other areas.

For example, a student with an autism spectrum disorder will need the IEP team to discuss and assess the area of social competency and independent living skills regardless of the student's functioning level.

A student that is planning to go to college or other another formal education program following high school needs to look carefully at what type of accommodations are required and then learn how to access this support for the educational program or school.

Remember, there is no one "right" way to assess these areas. There is no one specific tool. Information can be gathered from what is already known about the student (historical) information as well as informal observation/checklists and will often also include some formal standardized tools and career assessments.

Let's take a few minutes to examine the types of tools that can be considered and discussed when planning the transition assessments

Age Appropriate Transition Assessment

KEY POINTS

Focus on:



NOT on:



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As suggested before, AATA means we look at the student through the lens of the student as an adult, regardless of their functioning level or cognitive abilities. This can be different as when a student is young, we tend to think about “developmentally appropriate” and how to teach at that level. The next slide will let help get a better handle on this concept.

Chronological and Developmental Lenses

Think about how the Transition Plans, Goals, and Services may differ when looking through a different “lens”

- The “Chronological Lens” (the student as a young adult)
- The “Developmental Lens” (based on student skills that may be at a younger developmental level)



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This slide reinforces the concept of “chronological and developmental”.

Yvette : 17 year old student

PS Goal: To work for a pet groomer

Assessment Info	Developmental View
<ul style="list-style-type: none"> Reads on first grade level Cries when she is corrected Enjoys playing with young children / juvenile games 	<ul style="list-style-type: none"> Focus on reading first grade materials/primers Ignore her cries (do not reinforce with attention) OR Comfort her with hugs and rocking (as one would do a young child) Play games with her in the classroom such as Candyland



Yvette is 17 and has shown an interest and basic skill in pet grooming. It is conceivable that she could assist in a pet grooming business as she exits high school. The assessment information on the left indicates that in some areas Yvette is developmentally below her 17 years of age. Using the developmental lens in responding to this information, one would respond in these ways.

Let's compare a developmental view of Yvette with a chronological view.

First Developmental:

Yvette reads on a first grade level.

- In a Developmental View we might focus on finding first grade level reading materials to provide her both information and content while in school.

Yvette cries when she is corrected.

- Because of her seemingly young developmental level, one might attempt to just ignore the emotional outburst and work through the tears. Or, some might find themselves wanting to rock and comfort Yvette as one would a young child.

Finally, Yvette enjoys juvenile games such as Candyland.

- One would be tempted to engage her by playing these games in the classroom or for free time.

Yvette : 17 year old student PS Goal: To work for a pet groomer	
Assessment Info	Chronological View
<ul style="list-style-type: none"> • Reads on first grade level • Cries when she is corrected • Enjoys playing with young children / juvenile games 	<ul style="list-style-type: none"> • What information will she need to be able to read and understand related to pet grooming? Pet name? Owner Name? Allergies? • What coping skills will she need when her boss corrects her work? When a customer is unhappy with work? • Is there are career opportunity that involves both children and pets?

Let's switch now to a chronological view:

Reads on 1st grade level?

- In the adult world that she will be entering, we might fast forward our thinking to ask how we can teach her the important information that she will need to know, such as the pet's name and the owner's name? Or allergies that the animal might have.
- If this is not 1st grade level skill, then one needs to either target teaching specific information or possibly discover ways to modify the reading requirements (say by adding pictures) so that she will be successful in the literacy aspects of her chosen career.

Cries when corrected?

- This may not be as easy for a customer or employer to overlook as a teacher or parent.
- So, now the chronological view allows us to think about what skills she needs to learn in order that she does not break down every time she is given a correction while working with the groomer.
- Or this may also tell us that her minimal coping skills will require a low demand job (although we do not want to under-estimate her abilities).

Finally, we know Yvette is motivated by children's games

- If we know that Yvette enjoys and is motivated by children's games, perhaps we can expand her career options and potential success if we explore careers that offer the opportunity to play with children as well as have some responsibility with animals. A day care that also has pets perhaps?

These examples show that the information gained from AATA needs to be placed in the context of the next environment in order for it to inform the vision, the goals and the direction of the educational program.

How Did the Different Views or “Lenses” Change Your Thinking?

Some things that might have occurred to you include:

- When looking at your child through the young adult lens, did you find that you may want to change some of the current priorities?
- Do goals need to change or be modified to support the “future adult” instead of the “student”?
- Did you find more questions than answers?
 - This can mean you need to gather more information

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Have a discussion about what the previous slides and participant's thoughts as they viewed them.

Age Appropriate Transition Assessment **KEY POINTS**

It is an Ongoing Process

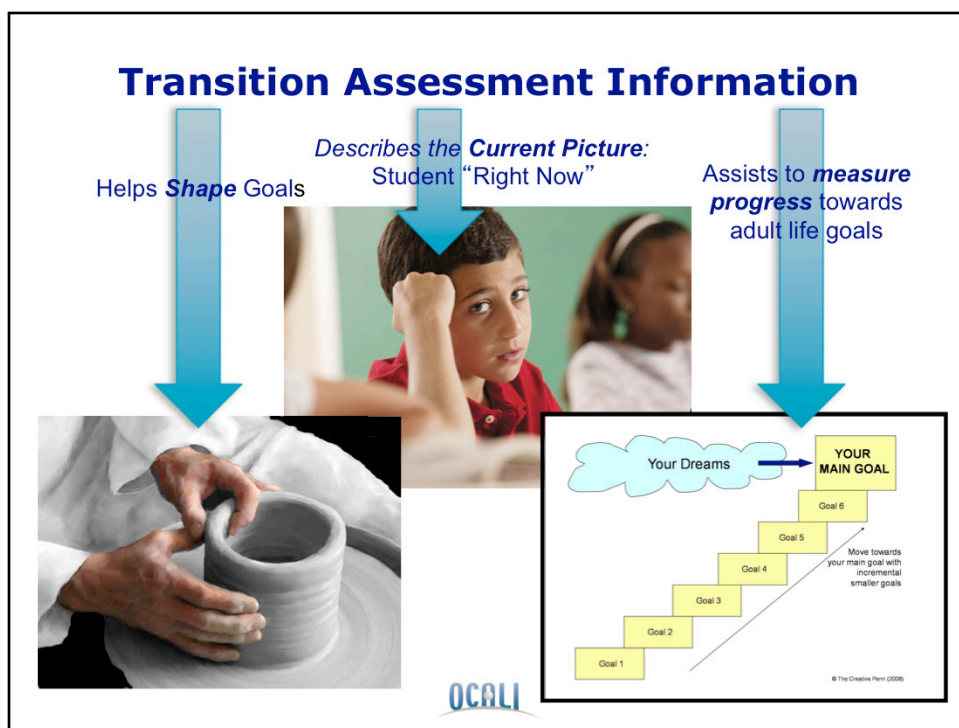
- AATA helps shape post-school goals
- AATA provides a picture of where the student is right now and
- AATA supports progress towards the adult/post-school goals



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REVIEW. BRING OUT POINTS:

1. The future planning and vision can be assisted by the use of AATA .
2. Meaningful assessments can assist families to focus on employment, education and independent living outcomes that the student is interested, motivated and able to accomplish .
3. AATA is not meant to LIMIT the possibilities, instead it helps the student understand what they need to work on , learn, experience and develop in order to meet the desired goal. They can also introduce possible adult careers or experiences that will help the student determine what will be the best career/job path, where I want to learn or live and how to structure adult life.



A visual representation of the information on the previous slide. This is a reminder about this important information.

AATA is Future Oriented

The focus of AATA is **future oriented** to answer the following:

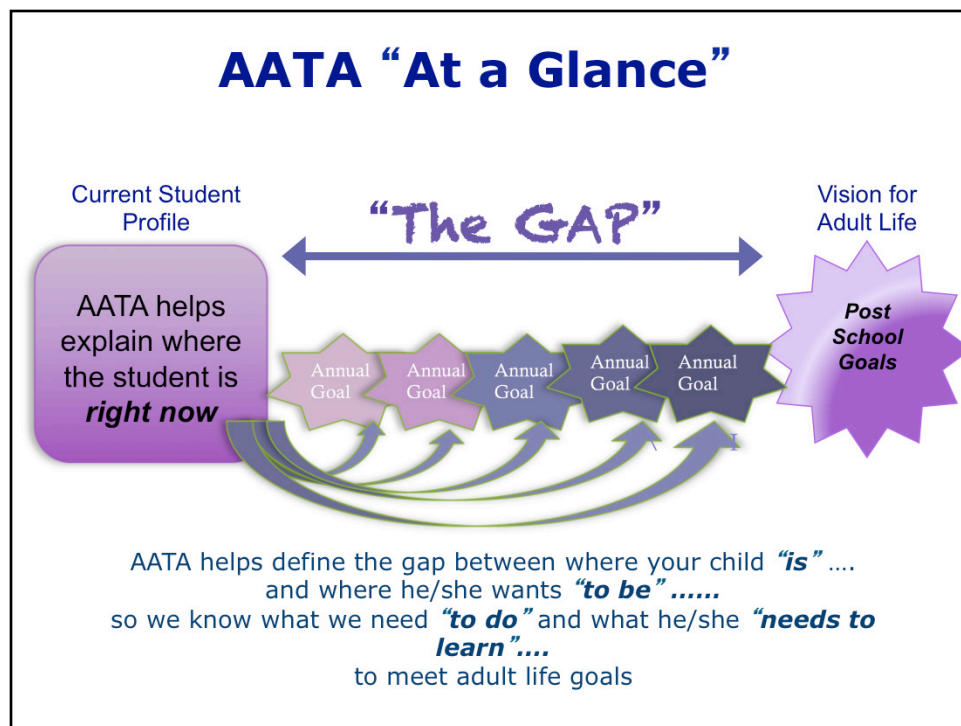
- What are the student's **current** skills, talents, interest's, preferences, and needs *and*
- What **skills** are necessary for success in **future goals**?
- What is the **gap** between the current skills and the needed future adult skills?
- How do we **fill that gap** to bring the student closer to the desired adult outcomes?



Remember: AATA is future oriented.

- This means it helps take a good look at what we know right now about the student future goals and the current skill and interests related to those goals. AATA allows up to assess the student in light of the future. Assessment of future jobs , schools and living situations allows the identification of the skills needed to be successful in those situations.
- Parents, students and IEP teams can then compare the student's current skills in those critical areas to the the required skills. The identified gap becomes the area of focus for course of student and IEP Annual goals (NOT Post Secondary goals)

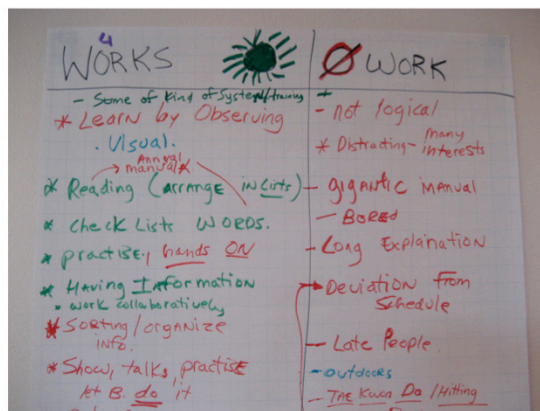
He following slides demonstrate the importance of viewing the student as a young adult (chronologically) vs. a child (developmentally).



This is a visual example of the process using AATA to guide the identification of annual goals that will lead to where your child wants to be, that is, how AATA is related to both the annual goals and the post school goals.

Age Appropriate Transition Assessment

- What works for you? What doesn't?
- How do you learn best?
- What are things that you need help with? Who helps you now?



Retrieved from :http://ocdd.org/images/uploadsWEB_Person_Centered_Planning.ppt

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This is an example of the results of an AATA process where important information was gathered through discussion and interview. **It is NOT just**

numbers, scores, or percentiles.

AATA

answers Questions such as:

“What can I do”? “What do I like to do”?

“Where, when and how do I do my best work”?

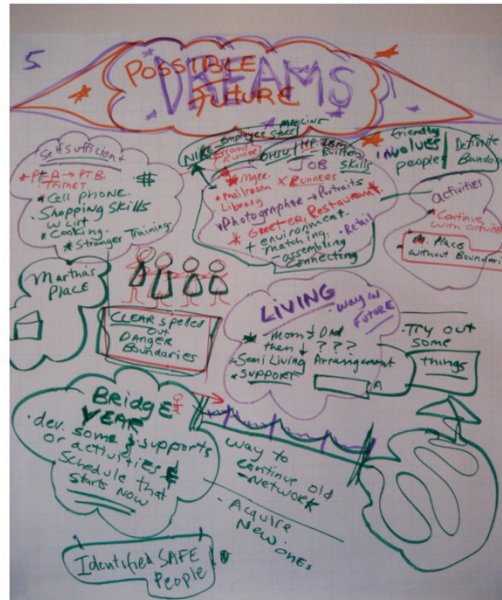
“How do I learn”?

“What do I need to know in order

Dreams Count

- What are your dreams or ideas for your future?
- Where do you want to live?

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http://ocdd.org/images/uploads/WEB_Person_Centered_Planning.ppt



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This is part of AATA as well. Knowing someone's hopes and dreams is valid data.

Does this Look Familiar?

Yes!...

- Future Planning, Person-Centered Planning and Visioning are all a part of AATA and AATA is a part of the Future Planning Process
- One person...Painting “One picture”
- Helping to create the plans for that individual student/child’s adult life



The activities used in future planning and the information that results can be used in the AATA process. These are not separate processes or procedures. They are all connected and should result in one picture for one person!

Where Do YOU Begin With AATA?

- Begin with what you already know.
- Document what you know about your child
- Document what is important to you, your child, and your family
- Explain what this information means to you, and
- Tell the story of how you know this information



Now it is time to pull this all together and think about where to start. Families should start with what they know and what they want for the future.

Explain clearly what the information means to them as the representatives of the family unit.

It can be a story.... The next slide is an example

Parent's Story About Their Son

We know our son Brian has always loved trains and anything to do with trains. Even as a young child, we could count on him to at least try to dress himself and be ready to go when one of our errands included a stop at the Amtrak! His teachers have always found his writing and his school work to be at a higher level when it involves trains and most recently other types of transportation as well. Our vision is that Brian will live in our community where his extended family is located. Brian tells us often that he wants a chance to study in a program that focuses on transportation of some type. Of course trains are his passion, but he is willing to explore options. We feel he can work in the community because once he becomes familiar, he has been able to, and has chosen to, be a part of a group and group activities. Maybe not at first, but given time and information, he will choose those opportunities. He would like to be a part of a situation that provides some contact with systems of transportation, those that design transportation, those that problem-solve transportation issues, or maybe the technical aspect of fixing equipment, or even writing technical manuals.

Allow time to read with comprehension. Read out loud if desired.

What did we find out about Brian?

- His passion for trains and other transportation
- His willingness to be open to options...a true strength
- His family's focus on community participation and community living...and Brian's ability to do this given time and support
- Ideas that may lead to a vocational programs, mentorships or careers



Review what this family's story taught the team or brought to the team's attention. Emphasize how valuable this information is in planning and creating the next steps

Leading to More Questions

- Where do programs exist? What are the entry requirements?
- What are the job opportunities for these careers?
- Where might Brian find an internship, work experience or shadowing?
- What types of supports and how much time will be necessary for him to be successful?

Transition to Adulthood: Where to Begin?



VISIONING: Students, Parents, Families should create a vision. A unique, person-centered, meaningful vision of adult life

GOAL SETTING: The vision leads to the creation of Adult Goals in the areas of Education, Employment and Independent Living. Families should be an integral part of crafting these adult goals.

ASSESSMENT: AATA helps the student, parents and educational team craft the goals, understand where the student is currently and what needs to be included in the transition program to reach adult goals.

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Review the 3 steps that were incorporated in this presentation.







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 Improving the Lives of All Affected by Autism

Parent Package Materials series was developed by the expert staff at OCALI, in collaboration with the Autism Society of Ohio, and funded by the Ohio Department of Education's Office for Exceptional Children



Thank you for your participation today. We hope you have enjoyed this presentation on transitioning to adulthood – where to begin.