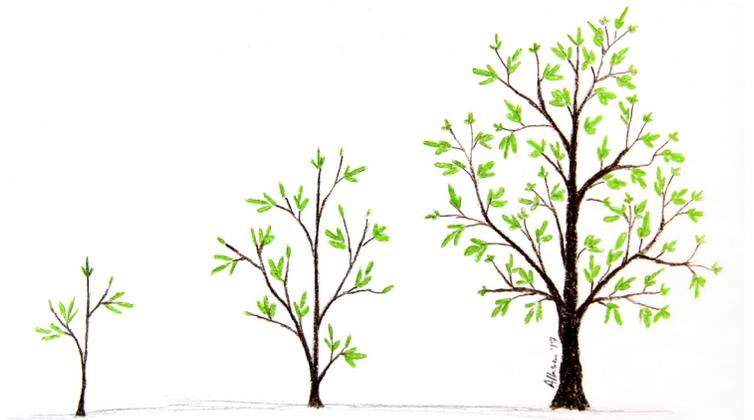


Oregon's Transition Resource Handbook

2017-18

Investing in the future



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Age 14

Age 15

Age 16

School & Family

- Consider chores with allowance and increase life skills
- Increase life and job skills, consider volunteer opportunities
- Develop and increase community and personal safety skills
- Increase independence, discuss transportation options
- Explore leisure activities, increase social and summer camp opportunities
- Inquire about participation in school and community-based extra-curricular activities
- Create and share one-page profile - update annually, adding training and employment interests

Attend IEP Meetings

- Encourage student to attend and participate in IEP meetings
- Explore and discuss diploma options
- Bring list of questions and concerns to meetings, give input
- Sign release of information, update annually
- Invite service provider(s) to IEP meetings
- Discuss blending ISP with IEP
- Ask about career opportunities
- Use age-appropriate transition assessment to identify PINS
- Add post-secondary goals to IEP the year student turns 16
- Explore Pre-Employment Transition Services (Pre-ETS)

Agency Support

- Explore parent support agencies and events
- Begin exploring application for services (if not completed)
- Develop relationship with DD services coordinator
- Explore what plans/services you are eligible to receive
- Ask about creating one-page profiles
- Explore community resources
- Begin to explore Vocational Rehabilitation Services

Definitions

PINS: Identity Preferences, Interests, Needs & Strengths
Pre-ETS: Pre-Employment Transition Services
SOP: Summary of Performance

IEP: Individualized Education Program
ISP: Individual Support Plan
IPE: Individualized Plan for Employment

SSI: Supplemental Security Income
SSDI: Social Security Disability Insurance
DD: Developmental Disability

VR: Vocational Rehabilitation
YTP: Youth Transition Program

tion and facilitate success for your student to reach their post secondary goals.



School & Family

- Ask about summer volunteer/job activity experiences, competitive integrated employment
- Increase appropriate levels of independence and independent living
- Maintain list of support people and community organizations
- Explore and participate in leisure activities (4-H, local clubs , parks and rec)
- Explore guardianship before age 18 – finalize as appropriate
- Confirm healthcare insurance for post-age 18

Attend IEP Meetings

- Encourage student to actively participate in or lead IEP meetings
- Review diploma decision
- Use age appropriate transition assessments to identify PINS
- Discuss transfer of rights
- Align IEP transition services toward independence
- Continue to explore Pre-Employment Transition Services (Pre-ETS)
- Discuss what happens after age 18 (living arrangements, SSDI benefits, future education)
- Ask about job shadow/paid work, summer work opportunities
- Discuss blending IPE/ISP with IEP

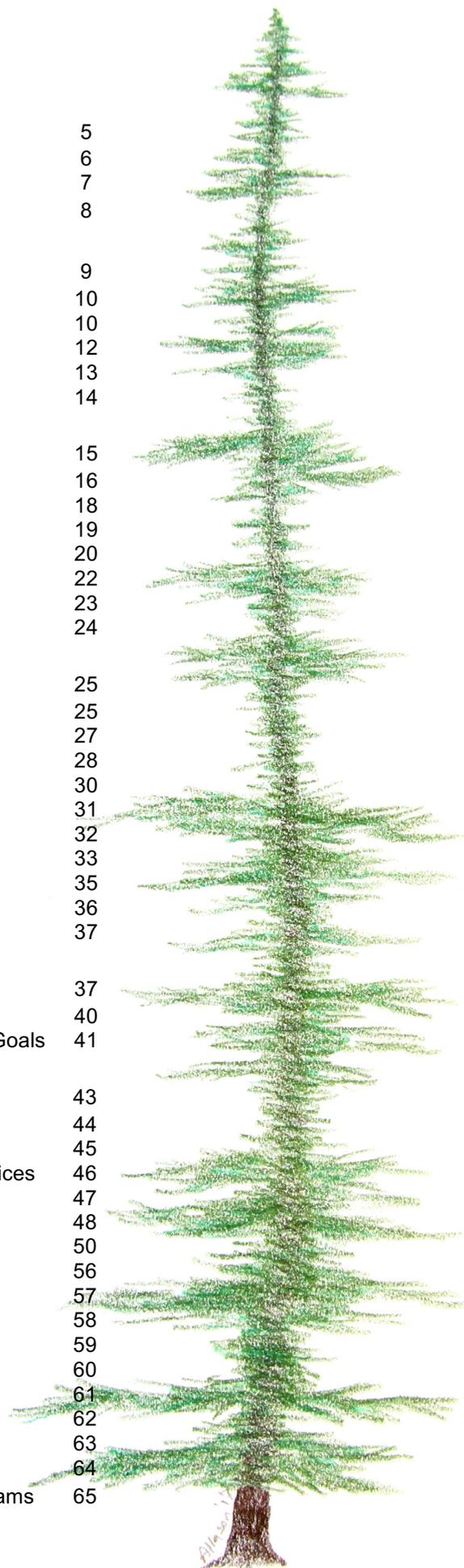
Agency Support

- Consider VR/YTP referral
- Update and share resume/career portfolio
- At 17, Inquire about SSI application, submit SSDI application (if eligible)
- Create competitive integrated work opportunities
- Work with appropriate agencies to formulate life beyond school



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Student Participation

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 Letter of Introduction
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 Example Summary of Performance for Allison, Alex, Rolanda
 Frequently Asked Questions- Age Appropriate Transition Assessments
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IEP Contents

Functional Limitation Statement
 Frequently Asked Questions—Diploma Options

Building Relationships with Participating Agencies

Tri-fold Form

Determination of Mock Sheltered Workshops

MSW School-Based Business/ Work Activity Self-Assessment Form

ODE Guidance: Avoiding Mock Sheltered Workshops

Data Based Decision Making

Frequently Asked Questions—Post school Outcomes Data Application

Acronyms

Terminology

To make best use of this year's handbook, **use your phone or tablet** to scan the QR codes included in Appendix A. Items that can be found online are marked throughout the sections of this Handbook with a QR codes notification and a website address. This includes forms, examples, longer documents, and other helpful information. The online postings will be increased as new materials are developed and made available.

Frequently Asked Questions with answers were developed for many of the sections of this handbook. They are included with other online resource materials



This will be shown when a QR code for supplemental forms or information is available



This will be shown when an online version of the information or resource is available at www.tcntransition.org

INTRODUCTION

The 2017-18 Transition Resource Handbook has a new look and feel this year. It has been designed to provide 'how to' information to help educators quickly locate information and resources for their work with designing transition plans for youth with disabilities and their families. A new feature is the QR codes which, when scanned by a phone or tablet, will take you to the online display of the entire document or form. Sample sections have been provided in this handbook, with the full resource available on the ODE website www.oregon.gov/ode/students-and-family/SpecialEducation/SecondaryTransition/Pages/transrefmaterialsbooklets.aspx and the Transition Community Network website: www.tcntrtransition.org.



Each section of the printed Handbook is available online by topic, with additional resources arranged below the print version of the handbook section. Materials from past Handbooks have also been brought forward for sections that were not updated for this version.

ACKNOWLEDGEMENTS

This Handbook would not be possible without the generous and thoughtful help of many individuals, including the Transition Technical Assistance Network (TTAN) who have worked with educators to identify useful tools, checklists, and other transition materials needed to provide quality transition planning and programs. TTAN continues to be an excellent resource for districts. Many thanks also to the representatives of other state agencies who have provided materials to foster cooperation and coordination between school districts and adult agency providers so that youth make a successful transition to education, employment and independent living.

Kriss Rita	TNF: Clackamas, Wasco, Hood River, Sherman, Gilliam
Marguerite Blackmore	TNF: Jefferson, Deschutes, Crook, Wheeler, Lake
Elizabeth Juaniza	TNF: Multnomah, Washington
Lon Thornburg	TNF: Morrow, Umatilla, Union, Wallowa, Baker, Grant, Harney, Malheur
Josh Barbour	TNF: Lane, Lincoln, Linn, Benton
Darci Shivers	TNF: Douglas, Coos, Curry
Cindy Cameron	TNF: Josephine, Jackson, Klamath
Robbie Spencer	TNF: Clatsop, Columbia
Eivind-Erik Sorensen	TNF: Tillamook, Yamhill, Polk, Marion
Jodi Johnson	Job Coaching Trainer

Keith Ozols	VR Workforce & Youth Manager
Toni DePeel	VR Pre-Ets coordinator
Nicole Purdue	VR Pre-Ets coordinator
Acacia Mcquire-Anderson	ODDS Employment 1 st coordinator



Special thanks to Teaching Research Institute at WOU for help with the Handbook development, and to DHS Vocational Rehabilitation for help with printing and distribution.

What's happening in 2017-2018

SB 20: Modified Diploma. SB 20, signed by Governor Brown on August 15, 2017, updates references to federal education law and the passage of Every Student Succeeds Act (ESSA). Included in this update are clarifications regarding the Modified Diploma. In April, 2014, following a presentation to the State Board, the Oregon Department of Education determined that the Modified Diploma was substantially similar to Oregon's Standard Diploma and students who receive this diploma are recognized as receiving the equivalent of a high school diploma and can apply for federal financial aid. In addition, students who are conferred a Modified Diploma within 4 years of high school enrollment are counted as graduates with peers who are conferred the Standard Diploma in Oregon's 4-year high school graduation rate.

SB 20 clarifies that students who are conferred a Modified Diploma with all rights and benefits of that diploma, are considered public school graduates. These students have met the graduation requirements of the state of Oregon, similar to their non-disabled peers. With this conferrance, the student is eligible for federal financial assistance for post-secondary schools and colleges, but is no longer eligible for public education services. If a student with disabilities has a continued need for transition and other IEP services, the student should not be conferred the Modified Diploma. This decision must be made by the student and his/her IEP team. IEP/transition services can continue until the student meets his/her transition goals or reaches age 21, when the student will age out of public education. The Modified Diploma would be conferred at that time.

All students with disabilities currently enrolled in transition programs can continue until age 21 or until the student meets his/her transition goals. This includes students who graduated in June 2017 and over the summer in 2017. The implementation of these SB 20 rules begins with students conferred the Modified Diploma in 2018 or later.

SB 263 sets forth the requirements that must be fulfilled by school districts when placing any student on a **reduced school day schedule**. <https://olis.leg.state.or.us/liz/2017R1/Downloads/MeasureDocument/SB263/Enrolled>

Legislative Reminder: Students who receive a modified diploma, extended diploma, or alternative certificate have the option to participate in high school graduation ceremonies with their class.

ODDS has updated its **Career Development Plan** (CDP) to include a person's goals and services. All people between the ages of 16 and 60 must have a CDP as part of their annual ISP. Regardless of service plan setting, it is critical to have a conversation about employment with people who are of working age. The Individual Service Plan (ISP) Manual, Employment Discussion Guide and Selecting Employment Providers Guide may be helpful in these discussions.

ODDS has a new web page to help students and other people with I/DD understand transportation funding and find resources in their local communities.

<http://www.oregon.gov/DHS/SENIORS-DISABILITIES/DD/Pages/ODDS-Transportation-Services.aspx>

Pre-ETS: Oregon Vocational Rehabilitation (VR) will continue to work with Oregon High Schools and other agencies to provide, or arrange for the provision of, pre-employment transition services (Pre-ETS) to students with disabilities. Oregon VR recently hired two full time staff to partner with local VR offices, Transition Network Facilitators and local school districts to provide or arrange for these services. Please see the VR section of this Handbook for more information and thoughts for lesson plans. If your district would like more information about Pre-ETS please email: pre.ets@state.or.us.

Coming soon – the 2018 **Oregon Statewide Transition Conference** at the Marriott Waterfront in Portland. Join us for sessions on employment, education, and training. Check the website for details: Oregonstc.org



The **Transition Technical Assistance Network (TTAN)**, jointly funded by VR and ODE, continues the work to further improve Oregon’s systems of designing and delivering seamless transition services for students with disabilities.

The Transition Network Facilitators (TNF) work to support the collaborative efforts of Vocational Rehabilitation, Developmental Disability Services, Employment First Teams and Local Education Agencies in Oregon in the implementation of the Lane vs. Brown Settlement Agreement, the Governor’s Executive Order 15-01, the Workforce Innovate Opportunity Act (WIOA) and the provision of Pre-Employment Transition Services (Pre-E.T.S.).

TNF’s provide many transition resources including regional Educator Institutes in their communities. By supporting school districts to recognize and understand the outcomes of Executive Order No. 15-01, specifically focusing on successful transition to employment and/or education, the TNF’s further the successful transition and positive post-school outcomes of students.

The TNF’s establish relationships with community partners such as Vocational Rehabilitation, Developmental Disabilities County Mental Health, and family advocacy programs to implement training and professional development for educators and agency staff on policy and systems change.

See your TNF for more information on resources mentioned in this Handbook. Your TNF can help you navigate a strategic plan to suit your specific needs.

For more information about the Transition Technical Assistance Network see:

<http://trouw.org/projects/tcn/ttanabout>



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Case Study Examples

Student examples have been provided in the Transition Resource Handbook for the past several years. Readers have been introduced to materials on a number of students, based on original information posted on the NTACT website. Materials using three students, **Jason**, **Susie**, and **Allison**, will be used to illustrate the different transition IEP standards sections in this Handbook.

Provided are case study examples of Post-secondary Goals, Transition Services, Age Appropriate Assessments, and Course of Study using Oregon requirements and sample forms.

Jason, a 17 year old student with Traumatic Brain Injury who will attend community college to gain employment skills.



Susie is a 14 year old student who is Deafblind and Multi-Disabled. She is working toward assisted work in the community.

Allison, an 18 year old student with a specific learning disability in reading comprehension and written expression who will attend Eastern Oregon University and access EOU disability services.



Check out the **expanded student transition plans online** for more detailed examples of:

- Case history information
- Transition Planning
- Age-appropriate transition assessments
- IEP discussion starters (planning, academic skills, and functional skills for IEP team to consider)
- Appropriate, measureable post-secondary goals for education, training, employment and independent living
- Summary of Performance to take with student on leaving school
- Person Centered Plan



Expanded examples for **Jason**, **Susie** and **Allison** and three additional students can be accessed online at TCN website www.tcntransition.org



QR codes for full case study examples are located in Appendix A

Student Participation in the IEP

IDEA requires that the school district invite the student with a disability to attend his or her IEP starting at age 16. This is even more important if the purpose of the meeting will be the consideration of the post-secondary goals for the student and the transition services needed to assist the student in reaching those goals.

Transition planning is about the student's movement from high school to post-school life. It is based on the student's plans for the future. The student may need preparation and practice in participating in the IEP meeting. The preference, interests, needs and strengths of the student are at the core of the planning process; therefore, the student's input is essential.

Students can provide input in various ways:

- ◆ Student input provided indirectly based on a questionnaire or survey,
- ◆ Reluctant participant (avoids conversation or responds only to direct questions).
- ◆ Student input provided directly by computer or electronic device.
- ◆ Self-advocate (practices self-advocacy skills).
- ◆ Leader (demonstrates leadership skills in the IEP).

When the student is invited, but does not attend the IEP Team meeting, the school district must take other steps to ensure that the student's preferences, interests, needs, and strengths are considered.

T I P S

Ways students can be involved in the IEP process:

- ☑ Planning the IEP includes laying the foundation for the meeting by identifying strengths, needs, establishing goals, considering options, and preparing resources to use at the IEP meeting.
- ☑ Drafting the IEP provides practice in **self-advocacy skills** - includes having students write a draft of their IEP that reflects their strengths and needs as well as interests and preferences.
- ☑ Participating in the IEP Meeting: Demonstrate self-advocacy skills. Students have the opportunity to share interests, preferences, and needs; as well as participate in the process of developing the transition plan.
- ☑ Leading the IEP: Students have the opportunity to demonstrate self-advocacy and leadership skills.
- ☑ Implementing the IEP: Evaluate their own progress toward achieving goals. Have students track annual goal progress in an e-portfolio (i.e., Google Doc, WordPress).

Checklist for Planning a Youth-Led IEP

<input type="checkbox"/> Identify students who are 16 or older
<input type="checkbox"/> Get written consent to invite adult service providers to IEP meeting from parents or adult youth
<input type="checkbox"/> Connect with student's adult service providers and invite them to the IEP meeting
<input type="checkbox"/> Schedule time in advance to meet with student to review transition IEP
<input type="checkbox"/> Student preparation for participating in their IEP
<input type="checkbox"/> Review student's formal and informal assessments and make sure they align with the student's post-secondary goals
<input type="checkbox"/> Review student's course of study and make sure they align with the student's post-secondary goals
<input type="checkbox"/> Consider which transition assessments (formal and informal) would best identify students PINS and PSGs
<input type="checkbox"/> Plan for parent and family input/interview
<input type="checkbox"/> Discuss student's annual goals and a method for tracking those goals (how does the student reflect/report progress on his/her goals)?

Case Study Examples of Participation in the Transition IEP Meetings

<p>Jason</p> 	<p>IEP participation – Jason is capable of conducting his IEP meeting to revise the annual draft. He will have the opportunity to share his interests, preferences, and needs already identified on his IEP draft and participate in dialogue with other members of the IEP team to develop the IEP. He will need assistance in the following areas:</p> <ul style="list-style-type: none"> • Planning, (discuss the parts of the IEP that must be addressed with his teachers prior to the meeting, develop an agenda for the meeting, review past goals and performance, summarize his current goals); • Communication with adults, (determine prior to the meeting what behavioral or communication issues he may have in the meeting, introduce all participants, ask for other's feedback, ask questions if he doesn't understand, deal with differences in opinion); and • Positively state his goals. (identify his PINS, state his post school and transition goals, state the support he needs to reach his goal)
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QR codes for full case study examples are located in Appendix A

Case Study Examples of Participation in the Transition IEP Meetings (cont.)

<p>Susie</p> 	<p>IEP participation – 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.</p> <ul style="list-style-type: none"> • Susie will work with her special education teachers to help plan for the IEP meeting, using her communication assistive devices. She will identify, through video, how she interacts with persons in the community, including at places like grocery stores, her parents' office, the local post office, church, the bowling alley, the local mall, school football or other sports/games. This video will help to identify her PINS. • She will also assist in portraying the types of tasks she does, and what level of assistance she needs. The teachers will help Susie identify post-secondary goals, and support needed to reach those goals. She will assist the teachers in preparing these materials and attend the IEP meeting.
<p>Allison</p> 	<p>IEP participation – As part of her current IEP goals to improve her organizational skills, Allison will participate in all four ways to be involved in the IEP process:</p> <ul style="list-style-type: none"> • 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.

Online Resources – Student Participation in the IEP

IEP Template

This template is to help you make a presentation at your IEP meeting to let the team know more about you and what your goals are for school and for the future.

- ✓ Use the questions to help you tell about yourself.
- ✓ Not all the questions may work for you. You may need to change things to make it tell more about you.
- ✓ Delete this slide when you are finished.
- ✓ Delete the questions as you complete each slide.
- ✓ If you need help finding images or have questions, please ask for help.

<https://movingstudentsforward.org/student-led-iep-powerpoint-template/>

Concerns

- Example: Taking tests
- List some of the things that concern you about school, work, and home



TOP TEN WAYS FOR STUDENTS TO ADVOCATE IN IEPs

- 10 Invitation**
Student chooses who to invite and is involved in sending the invitation i.e. invite, design own flyer, create cards
- 9 Use Augmentative Communication**
 - Student uses alternative communication methods to participate- i.e. switch, ipad, pccs board
 - Student leads one small portion of the IEP -i.e. introductions of team to family, to co-facilitation of complete meeting.
- 8 Use a Script**
Create script collaboratively with student, pre-teach and practice ahead of time
- 7 Student does self-assessment to share with team**
 - TAGG (<https://tagg.ou.edu/tagg>)
 - Casey Life Skills (<http://lifeskills.casey.org/>)
- 6 Collaboration in the draft of the IEP**
Student meets with teacher ahead of time to assist in draft version of the IEP. Student and teacher may agree to collaboratively present just one portion of the IEP i.e. Accommodations/Mod page.
- 5 Discuss how and when to disclose struggles and needs**
Use Disability 411 tools for guiding student through this process www.ncwd-youth.info/disability-disclosure
- 4 Student Generated SMART Goals**
Use templates to teach students how to navigate special education guidelines for template or app: www.timvandevall.com/templates/free-smart-goals-template-apple.com/us/app/stretch-smart-goals-scientificallly/id1104796231?mt=8
- 3 Use Video**
Create a video résumé or routine to include in portions of IEP i.e. Present Level) Examples include: Sarah (www.youtube.com/watch?v=KRhcmx7OXgU) and Heather (www.youtube.com/watch?v=ZiWJLRTnZA)
- 2 Develop a One-Page-Profile**
Create ahead of time and student can bring copies for each team member and/or present it to the team at beginning of meeting. Informs Present Levels, Goals, Accommodations, Transition plan, etc.
 - FACT One-Page Profiles: <http://factoregon.org/resources/person-centered-plan-samples/>
 - www.shetkids.co.uk/adults/site/pages/onepageprofiletemplates.html
- 1 Use PowerPoint**
Serves as a guide for student to follow throughout IEP meeting.

STUDENT LED IEP SCRIPT (individualize this script as needed)

"Hello, I am _____"

"I would like to welcome you to my IEP meeting. Today we will review my progress and make some plans for the next year."

"Will you all please introduce yourselves?"

"I think that my strengths and interests are..."

Strengths:

Interests:

"Would anyone like to add to that?"

"My concerns about this year and about my transition out of school are..."

"What are your concerns about this year and about my transition out of school are..."

"Does anyone else have concerns?"

"When I graduate from school, I want to..."

"The name of my disability is _____"

"This means that it is sometimes hard for me to..."

"Some Transition Activities that I think are important for me this year are..."



These documents are available online at www.tcntransition.org



QR code for full documents is located in Appendix A

Transition Needs Chart below can be used to track services over time

Transition Needs

Student's Name: _____ Date of Birth: ____ School: _____

Graduation Date: _____ Exiting School Services Date: _____

Transition Planning Areas:	School/Recorder: Date: Age:	School/Recorder: Date: Age:
Personal Management Skill needs: Self care, clothing, cooking, shopping, banking, nutrition etc.		
Voc. Training Wk. Exp. Placements? Areas to train in: Food service, grounds keeping, care services, clerical, janitorial, assembly, construction, warehouse, laborer, service industry, others		
Leisure & Recreation Activities: Special Olympics, Scouts Church, volunteer, hobbies, etc.		
Transportation Plans Street, Bus, Bike, car, etc.		
Student's Preferences, Interests, Needs and Strengths		
DD Services, CSI, Mental Health, Others? What is their status or plans (family supports, friends, school network, etc.?). Are they signed up or need assistance?		

Consider these areas when planning with the transition team



Find a copy of Transition Needs form at www.tcncntransition.org



QR code is available in Appendix A

Key Points in the Transition Process

The ultimate purpose of transition planning is to make decisions and assign responsibilities related to the student's desired post-school goals. In this regard, the importance of a common understanding of available services and corresponding activities to receive such services cannot be overstated. All members of the IEP and Individual Plan for Employment (IPE) Teams are encouraged to be active participants, especially students with disabilities, their family members or, as appropriate, agency representatives.

The following Key Points table is provided as a quick reference tool for the youth and their families to have a better understanding of the coordination between IEP and IPE team members with respect to the transition activities in the transition process.

The Key Points table begins with activities and services starting while the student is in school, such as participation in IEP meetings, consulting with other State agencies, applying for VR services and moving forward to engage in employment services provided by the VR agency. You may use the following information to ensure a common understanding among all involved in the transition process.

KEY POINTS IN THE TRANSITION PROCESS

Alignment: IEP and IPE alignment facilitates a seamless service delivery process.

#1	Individualized Education Program	<p>Participate in your IEP or child’s IEP development to ensure that transition services are addressed in your child’s IEP by age 16 (or earlier, depending on your state’s laws). Students with disabilities and their representative are critical members of the IEP Team and have valuable information that is needed for quality transition planning.</p>
#2	Be Familiar with the Steps to Transition Planning	<p>Schools should:</p> <ol style="list-style-type: none"> 1. Invite the student; 2. Administer age appropriate transition assessments; 3. Determine needs, interests, preferences, and strengths; 4. Develop post-secondary goals; 5. Create annual goals consistent with post-secondary goals; 6. Determine transition services, including course of study needed to assist your student in reaching those goals; 7. Consult other agencies, in particular, the VR agency; and 8. Update annually.
#3	Implementation of Transition Services	<p>Provide transition services as identified in the IEP. Pre-employment transition services are provided under the <i>Rehabilitation Act</i>. Alignment of the IEP and IPE facilitates a seamless service delivery process.</p>
#4	Referral to VR and/or Other Adult Agencies	<ol style="list-style-type: none"> 1. Pre-employment transition services provided under the <i>Rehabilitation Act</i>, as appropriate; 2. Familiarize yourself with laws relating to other programs; and 3. Learn about community agencies that provide services to support students, such as travel training and daily living skills.
#5	VR Application Process	<ol style="list-style-type: none"> 1. Share employment interests and capabilities during the intake interview. 2. Focus on assessment(s) to lead to the student’s post-secondary goals.
#6	Individualized Plan for Employment	<p>Once a student has been determined eligible for VR services, the IPE must be developed and approved within 90 days, and no later than the time student leaves the school setting.</p>
#7	Common VR Services Available Under the Rehabilitation Act	<ol style="list-style-type: none"> 1. Transition services; 2. Vocational counseling; 3. Vocational training; 4. Post-secondary education; 5. Supported employment services; 6. Career development; and 7. Job placement.
#8	VR Service Record Closure	<p>As a result of the student or youth with disability:</p> <ol style="list-style-type: none"> 1. Achieving an employment outcome; or 2. No longer pursuing an employment outcome and, therefore, determined ineligible for VR services.

Age Appropriate Transition Assessments

PREFERENCES, INTERESTS, NEEDS & STRENGTHS (PINS)

Age-appropriate transition assessments are defined 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 work, education, living, personal, and social environments (Council for Exceptional Children).

Assessment data from the age appropriate transition assessments serve as the common thread in the transition process and form the basis for defining goals and services to be included in the IEP. The present levels of academic achievement and functional performance must include the student's preferences, needs, interests, and the results of age-appropriate transition assessment.

Transition assessments may be paper and pencil tests, structured student and family interviews, community or work-based assessments (situational) and curriculum-based assessments. These assessments or procedures come in two general formats – formal and informal.

Formal Transition Assessment Methods

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. Formal measures include adaptive behavior and independent living assessments, aptitude tests, interest assessments, intelligence tests, achievement tests, personality or preference tests, career development measures, on the job or training evaluations, and measures of self-determination.

Informal Transition Assessment Methods

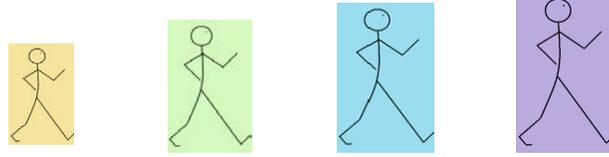
Informal assessments generally lack formal reliability and validity measures. These assessments require more subjectivity to complete and should be given more than once and by more than one person to strengthen their validity. Informal measures may include interviews or questionnaires, direct observations, anecdotal records, environmental or situational analysis, curriculum-based assessments, interest inventories, preference assessments, and transition planning inventories.

Ask your Transition Network Facilitator to share their Curriculum and Assessment Toolkits. They can help you access the resources on the following pages.



Transition Assessment Implementations Timeline

Suggestions for Assessment



Academic Assessment

Formal/ Informal	Suggested Assessment	9 th grade	10 th grade	11 th grade	12 th grade+
I	Curriculum-Based Assessments	X	X	X	X
I	End of Grade or Course Assessments	X	X	X	X
F	Pre-Scholastic Achievement Test (PSAT) or Scholastic Achievement Test (SAT)	X		X	X
F	American College Testing (ACT)	X		X	X
F	Armed Services Vocational Aptitude Battery (ASVAB)			X	X
F	Kaufman Test of Educational Achievement (KTEA)	X			X
F	Peabody Picture Vocabulary Test (PPVT)	X			X
I	Tests of Adult Basic Education (TABE)				X
I	ACT WorkKeys			X	X
F	Wide Range Achievement Test – 4th Ed. (WRAT – 4 or above)	X	X	X	X
F	Weschler Individual Achievement Test (WIAT)	X			X
F	Woodcock-Johnson Test of Achievement or Reading Mastery	X	X	X	X

Self-Determination Assessment

Formal/ Informal	Suggested Assessment	9 th grade	10 th grade	11 th grade	12 th grade+
F *	AIR SD Assessment	X	X	X	X
F *	ARC SD Assessment	X	X	X	X
F *	Me! Lessons for Teaching Self-Awareness & Self-Advocacy- New Addition	X	X	X	X
F	ChoiceMaker Self-Determination Assessment	X	X	X	X
I	“I’m Determined”	X	X	X	X
I *	Direct Observations	X	X	X	X
I *	Interviews/Questions	X	X	X	X
I *	Environmental Analysis	X	X	X	X
I	Curriculum-based Assessments	X	X	X	X

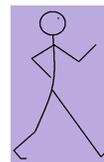
**indicates assessment is free of charge*



For additional assessments, descriptions and costs, please visit www.tcncntransition.org

Transition Assessment Implementations Timeline

Suggestions for Assessment



Vocational Interests, Exploration, and Career Development Tools

Formal/ Informal	Suggested Assessment	9 th grade	10 th grade	11 th grade	12 th grade+
I	Occupational Outlook Handbook	X	X	X	X
I	Student-Directed Transition Planning (SDTP)	X	X	X	X
I	ACT Plan		X		
F	Self-Directed Search PAR	X	X	X	X
F	CIPSI: Career Interests, Preferences, and Strengths Inventory	X	X	X	X
F *	ONET Interest Profiler	X			X
F	Campbell Interest and Skill Survey (CISS)	X	X	X	X
I	Choosing Employment Goals (to job shadow or conduct dream job interviews)	X	X	X	X
I	Choose and Take Action	X	X	X	X
I	Self-Directed Employment	X	X	X	X
I	Brigance Transition Inventory-[combination of Brigance Life Skills and Employability]	X	X	X	X
I	Practical Assessment Exploration System (PAES)- 11 th grade to age 21			X	X
I *	Interviews/Questionnaires	X	X	X	X
I	Job Try Outs*	X	X	X	X
I	Curriculum-Based Assessments	X	X	X	X
F	Armed Services Vocational Aptitude Battery (ASVAB)			X	X

*indicates assessment is free of charge

Adaptive Behavior/Independent Living

Formal/ Informal	Suggested Assessment	9 th grade	10 th grade	11 th grade	12 th grade+
F *	Casey Life Skills	X	X	X	X
F *	Personal Preference Indicators	X	X	X	X
I *	New Parent Transition Survey- [applicable to education, employment, independent living]	X	X	X	X
I	Enderle-Severson Transition Rating Scale	X	X	X	X
I	Life Centered Career Education (LCE)	X	X	X	X
I *	Transition Success Assessment: A Transition Behavior Profile	X	X	X	X
I	Transition Planning Inventory	X	X	X	X
F	The Vineland-II	X	X	X	X
F	Checklist of Adaptive Living Skills (CALs)	X	X	X	X
F	Scales of Independent Behavior-Revised (SIB-R)	X	X	X	X
I	Brigance Transition Inventory-[combination of Brigance Life Skills and Employability]	X	X	X	X
I *	Direct Observations	X	X	X	X
I *	Interviews/Questionnaires	X	X	X	X
I *	Environmental Analysis	X	X	X	X
I	Curriculum-based Assessments	X	X	X	X

*indicates assessment is free of charge

Finding Age-Appropriate Transition Assessments

The **Transition Assessment Matrix** was developed for secondary education transition teachers by the Indiana Northeast Cadre of Transition Leaders and the Indiana Secondary Transition Resource Center (INSTRC). Assessments included in the Matrix have either been created by INSTRC, are available online, or are those for which INSTRC has received permission from the original publisher. Recent Matrix updates make it easier to navigate and identify assessments that meet the specific needs of your students.

You can search for assessment tools by grade, disability, and domain.

<https://instrc.indiana.edu/transition-resources/transition-matrix.html>

Choose Domain

- Employment
- Independent Living
- Education/Training

Choose Grade Level(s)

- 6-8
- 9-10
- 11-12

Choose Disability Area(s)

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

A summary of Age Appropriate Transition Assessment Toolkit information has been updated and is posted online

AGE-APPROPRIATE TRANSITION ASSESSMENT TOOLKIT*

Transition Assessment Methods		Definition	Examples	Website	Approx. Cost
Formal	Job accommodations	A critical part of a job analysis involves the identification of reasonable accommodations and modifications that could help them be successful.	Job accommodations and modifications	http://askjan.org/	Consulting service
Informal	Curriculum-Based Assessments	CBAs are typically designed by educators to gather information about a student's performance in a specific curriculum (McLaughlin & Lewis, 2005)... (add) to develop instructional plans for a specific student. To gather data an educator might use task analyses, work samples, portfolio assessments, or criterion-referenced tests" (Test, Appel, & Everson, 2006, pp. 78).	Life Centered Education Transition Curriculum (LCE)	https://www.cec.sped.org/Publications/LCE-Transition-Curriculum	Group license \$1870 online
			Transition Skills Activities /Brigance TSI	http://www.curriculumassociates.com/products/detail.aspx?title=BrigTSA	\$599
			Tests of Adult Basic Education (TABE)	http://tabetest.com/	Contact for prices
Informal	Transition Planning Inventories	Transition planning inventories involve a process which identifies strengths and needs for a given student as they prepare to transition from school to the community, including employment, schooling, and independent living. These inventories	Enderle-Severson Transition Rating Scales	https://www.estr.net/	\$20 for 10
			Supports Intensity Scale- Adult Version	http://aaid.org/sis/sis-a#VcP2Lnvpa8	Manual and forms \$155 for 25



www.tcntransition.org



QR code is available in Appendix A

Transition Assessment and Goal Generator (TAGG)

Use the TAGG to identify students' strengths and needs and produce annual transition goals referenced to common core standards IEP teams may use for transition planning. Designed for secondary-aged students with mild to moderate disabilities who plan to attend post-secondary education and/or become competitively employed, their parents or guardians, and related special education professionals.

Cost: \$3 per set of TAGG-P, TAGG-F, and TAGG-S <https://tagg.ou.edu/tagg>
 Contact your TNF for information on a free trial for your district

Assessments should lead to self-discovery

What is self-discovery? Self-Discovery are tools that students can use to identify their strengths/preferences/interests/needs. Students can use their strengths/preferences/interests/needs to make decisions regarding job/career goals, educational goals, and independent living goals.

Considerations for choosing career / vocational assessments:

- Is it easy for the student to use?
- Is it age/grade appropriate?
- Can students relate to the language?
- Does it stereotype career choices?
- Is it easy to read and interpret? (Does it assess interests or reading skills?)
- Does it provide feedback that leads to reflection?
- Does it enhance insights?
- Does it reflect the current and emerging job market?

Student's Preferences, Interests, Needs, and Strengths are the base of transition planning and goal setting. Below is a sample student interview form.

TRANSITION ASSESSMENT - STUDENT INTERVIEW

Name: _____ Grade: _____
Date interviewed: _____ Interviewed by: _____

In order to help you plan your educational program and future, please help us by answering:

1. When do you think you will finish high school? _____
2. Do you plan on getting a high school diploma? _____
3. What do you plan on doing after high school?
_____ college _____ employment-type of job
_____ trade school _____ other
4. What job(s) do you think you would like to do, and be good at doing? _____

Why? _____

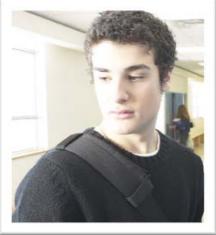


For online version of this student interview form visit www.tcntransition.org.



QR code is available in Appendix A

Age Appropriate Transition Assessment--Case Study Examples

Jason	Post-Secondary Goal: Community College-Employment
	<ul style="list-style-type: none"> Record of student grades throughout high school (9th through first half of 11th grade), indicating a 2.2 average and a statement of how his GPA meets the minimal requirements for entry into community college. Scores from curriculum-based measurements indicate Jason's level of performance is within the acceptable range of admission into Community College. Summary of student Psychological test scores indicate: (1) Low scores on the Behavior Rating Inventory of Executive Function (BRIEF) subscales in the areas of initiative, plan/organize and organization of materials; (2) Moderate to low self-regulation scores on Adolescent Self-Regulatory Inventory (ASRI) and (3) American Institutes for Research (AIR) Self-Determination was completed by Jason, his mother and by his counselor with teacher input and revealed a significant difference across each score. Recommend re-administering the AIR at the beginning of 12th grade.

Susie	Post-Secondary Goal: Assisted work in the community
	<ul style="list-style-type: none"> Record of student's progress in learning functional routines and completing tasks as independently as possible, the key being participation. Using the Communication Matrix, a record of the student's communication system—both receptive and expressive. http://www.communicationmatrix.org/ Video record of student's interactions with persons in the community, including at places like grocery stores, her parents' office, the local post office, church, the bowling alley, the local mall, school football or other sports/games. Video record of student's activities that might be included in a video job-resume of the type of tasks she does, and what level of assistance she needs. A statement by her parents and siblings, gathered during an informal interview, recorded on the IEP regarding her interests and preferences. A filled out "Home Talk" manual which gives an outline of Susie's life, including important medical information, information about her likes/dislikes, IEP information, activities in which she has been involved, and – in general – who Susie is. http://designtolearn.com/uploaded/pdf/HomeTalk.pdf Information from a Person Centered Planning process on the student's likes/dislikes, and choices. Information on preferred sensory modalities, using tools such as <ul style="list-style-type: none"> Assessing Communication and Learning http://designtolearn.com/uploaded/pdf/DeafBlindAssessmentGuide.pdf Learning Media Assessment: http://tsbvi.edu/publications/1037-learning-media-assessment-a-resource-guide-for-teachers-2nd-ed

Age Appropriate Transition Assessment--Case Study Examples (cont.)

Allison	Post-Secondary Goal: University
	<ul style="list-style-type: none"> • Record of student grades throughout high school (9th through first half of 11th grade), indicating a B average and a statement of how her GPA meets the minimal requirements for entry into college. • A summary of student Psychological test scores obtained during her 3-year reevaluation in the spring of 10th grade indicating specific learning disabilities in reading comprehension and written expression. • End of grade test scores from the end of 10th grade demonstrating her participation in the standard course of study with passing scores of 3's (on a 4 point scale) in reading and math and a statement of how she has met the graduation requirements for statewide testing. • Scores from curriculum-based measurements that indicate Allison's level of performance in English and math and a statement describing how her level performance is acceptable for admission into college. • A statement by Allison, gathered during an informal interview, recorded on the IEP regarding her interest in attending a university to pursue a degree in Child Development.

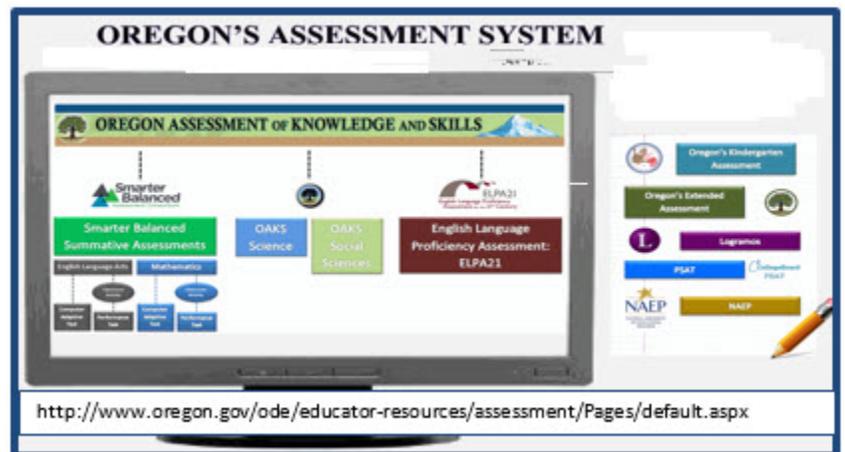


QR codes for full case study examples are located in Appendix A

Oregon Extended Assessment Decision-Making Guidance

Oregon Individual Education Plan (IEP) teams are required to select the Oregon's Extended Assessment as the *only* option for all subject areas assessed. Students who participate in Oregon's Extended Assessment **are not** to participate in Oregon's general assessments. This change in criteria is intended to take into account the pervasive nature of a *significant* cognitive disability and allows the state's assessment models to appropriately measure the student populations they were designed to measure (cf. Oregon Extended Assessment Manual (pp. 13ff) at <http://www.oregon.gov/ode/educator-resources/assessment/AltAssessment/Pages/default.aspx> .

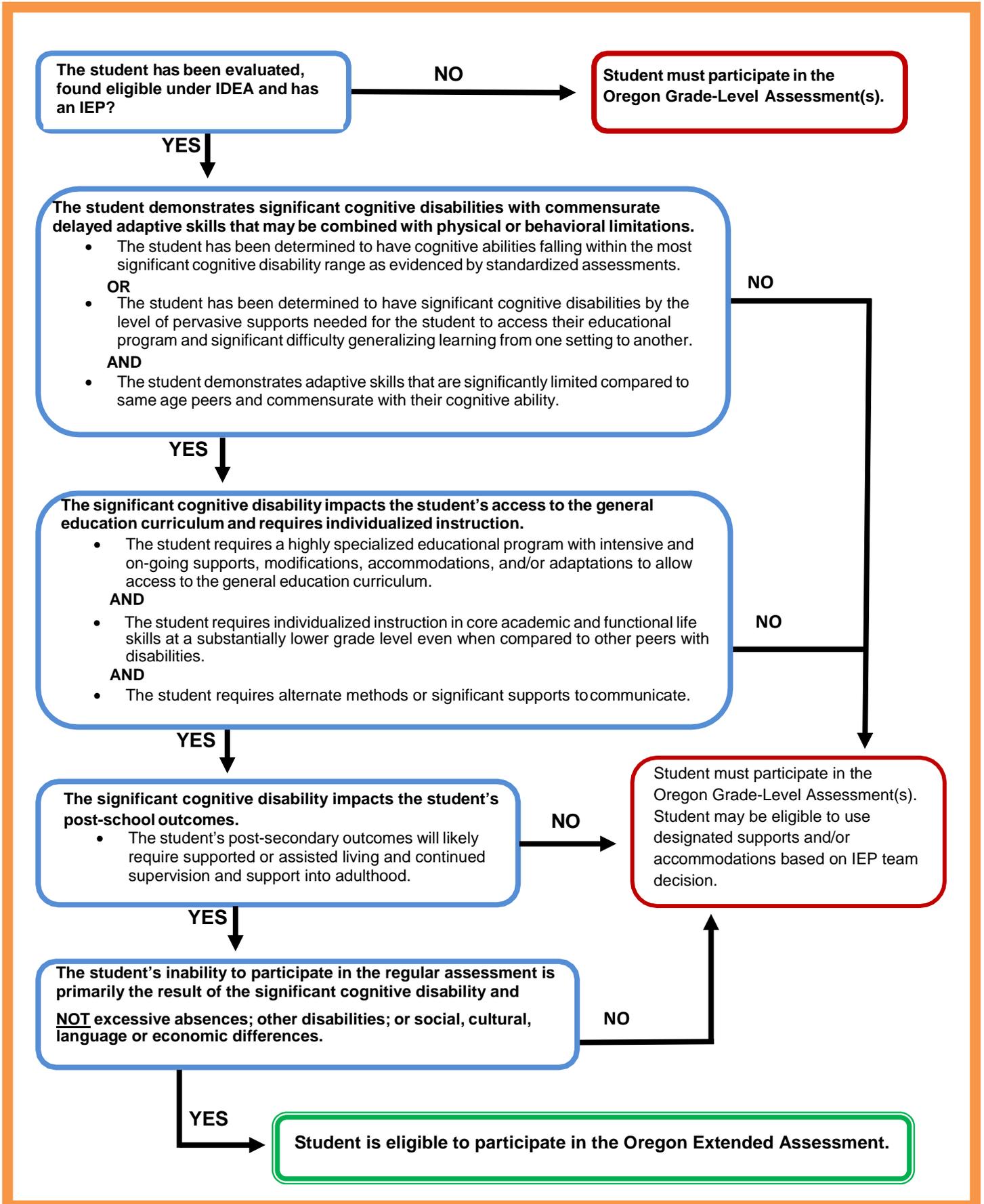
- Students with the most significant cognitive disabilities are typically characterized by significantly below average general cognitive functioning.
- Commonly includes a student with intelligence test scores two or more standard deviations below the mean on a standardized individually administered intelligence test, occurring with commensurate deficits in adaptive behavior that are frequently also evident in early childhood.
- The cognitive disability must significantly impact the child's educational performance and ability to generalize learning from one setting to another.
- Students with the most significant cognitive disabilities in general, require highly specialized education and/or social, psychological, and medical services to access an educational program.
- These students may also rely on adults for personal care and have medical conditions that require physical/verbal supports, and assistive technology devices.
- These intensive and on-going supports and services are typically provided directly by educators and are delivered across all educational settings.
- **See flow chart on the next page.**



For more information:

- The Regional ESD partner should be your first contact for all statewide assessment and accountability related support including: test administration, Braille, test record management, Achievement Data Insight validation site, as well as the following data collections: Assessment Collections (including Kindergarten Assessment), Cumulative ADM, Staff Position and the Supplemental Report Card Data Collection.
- **Contacts:**
 - Regional Partners www.ode.state.or.us/wma/teachlearn/testing/oaks/esdpartners.pdf
 - Brad.lenhardt@state.or.us
- **AA Update** (e-newsletter) sign-up at
 - <http://www.oregon.gov/ode/educator-resources/assessment/Pages/aaupdate-archive.aspx>
- **District Test Coordinator**

Oregon Extended Assessment Decision Making Guidance



PERSON CENTERED PLANNING EXAMPLE

One Page Profile Form

Student Behaviors Associated with Post-School Employment and Education

- Strengths/Limitations:** Able to express and describe personal strengths and limitations; assistance needs
 - Disability Awareness:** Ability to describe disability and accommodation needs.
 - Persistence:** Ability to work toward goal until it is accomplished or after facing adversity
 - Interaction with others:** Ability to maintain friendships; work collaboratively with small groups, or teams
 - Goal Setting:** Able to understand importance of setting goals; set post-school goals that match interests
 - Employment:** Ability to express desire to work, demonstrate job readiness, complete training, get a job
 - Student involvement in IEP:** Discuss goals with IEP team & actively lead the IEP
- Source: Transition Education Fast Facts, Council for Exceptional Children (2013)

Definition: Person Centered Thinking & Self-Determination--- *Person centered thinking is a broad term that includes forms of person centered planning as well as the philosophy that is inherent in approaches whereby the student is truly at the “center” of his or her own planning activities for the future. Forms of person centered planning include MAPS, PATH, Futures Planning, Essential Lifestyle Planning, etc.*

Example of form for a one-page profile

Dear Teachers, Support Provider, Job Coach
My name is XXXXX and this is a letter to share a little bit about myself.

Strengths, Gifts, and Capacities:
•
•

Preferences and Interests:
•
•

What Works/Doesn't Work:

What Works	Doesn't Work

The following are some things that might help me do better in school, work, volunteering:
•
•

Please talk to me if you have questions about this paper. You can also talk to my special education case manager _____, or my Autism Specialist _____

Thank you for your time and support,



QR code is available in Appendix A



Examples of this form and a one-page profile for a sample student, Johnny is available on-line at www.tcntransition.org

Transition Services

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

Transition services begin no later than the first IEP to be in effect the year the student turns 16, or younger if determined by the IEP Team. Every student is unique and will require individualized transition services. Districts are required to list transition services that will support the student in achieving his/her post-secondary goals.

IDEA defines the services as

- instruction
- related services
- community experiences
- the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and functional vocational evaluation

Evidence-Based Best practices tell us:

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

Education or Training	Employment	Independent Living
<p>Instruction</p> <ul style="list-style-type: none"> • Instructional support of guided notes for lessons • Instructional support for organization and study skills • Self-advocacy skills instruction • Computer skills (word-processing, data entry) instruction • Participation in the adapted academic and functional curriculum • Extended time on tests <p>Related Services</p> <ul style="list-style-type: none"> • Audio-taped texts for English • Speech language services to increase oral language fluency <p>Community Experiences</p> <ul style="list-style-type: none"> • Visit Community College including a visit to the disability services office • Apply for possible college financial aid • Vocational rehabilitation referral to determine eligibility for tuition assistance 	<p>Instruction</p> <ul style="list-style-type: none"> • Work related social skills instruction <p>Related Services</p> <ul style="list-style-type: none"> • Occupational therapy for use of assistive technology <p>Community Experiences</p> <ul style="list-style-type: none"> • Job shadow experiences • Part time employment related to student's goals <p>Acquisition of Daily Learning Skills</p> <ul style="list-style-type: none"> • Opening a checking account and managing money • Practice appropriate hygiene and work clothes for the work place 	<p>Instruction</p> <ul style="list-style-type: none"> • Self-care skill instruction • Voter registration • Community-based independent and community living instruction • Personal banking instruction <p>Related Services</p> <ul style="list-style-type: none"> • Evaluation for determination of devices to increase independence in home and center-based environment <p>Community Experiences</p> <ul style="list-style-type: none"> • Community-based vocational training • Visits to recreational agencies/facilities in the community • Meeting with SSI representative to determine possible financial benefits <p>Post-school Adult Living Objectives</p> <ul style="list-style-type: none"> • Interview with adult agency staff regarding possible future needs

What transition service skills do students need to support Post-Secondary Goals?

Instruction

Academic and functional instruction that will be provided to the student to build the skills necessary to reach their post-secondary goals.

Related Services

Services needed for students to access integrated work, education and living environments. They may include occupational and physical therapy, speech therapy, rehabilitative counseling services, and other professional supports.

Community Experiences

A variety of activities and experiences that are provided outside the school building. These might include community resources utilized as part of the student's school program, whether during school hours or after school hours, to achieve the stated outcome(s) of community integration.

Development of Employment and Other Post-school Adult Living Objectives

Development of work-related behaviors, job seeking, career exploration and actual employment (i.e., career planning, job shadowing, job training)

Acquisition of Daily Living Skills

The skills involved in caring for oneself on a daily basis (i.e., dressing, hygiene, household chores, shopping, and managing finances) and an important component of independent living.

Functional Vocational Assessment

An additional assessment process if the regular vocational assessment has not provided enough information to make a vocational program decision. Additional assessment activities (i.e., situational assessments, community-based assessments, assistive technology evaluations) can be performed to get more information about the student's needs, preferences, and interests

Examples of Behavior that Could Fit Post-Secondary Goals

	EDUCATION OR TRAINING	EMPLOYMENT	INDEPENDENT LIVING
<i>Instruction</i>	Self-advocacy skills	Soft skills (i.e. punctuality)	Self-care skills
<i>Related Services</i>	Speech/language	VR referral Occupational therapy	Meeting with SSI representative
<i>Community Experience</i>	Visit community college including a visit to the disability services office	After school hours paid work experience in business office	Visits to agencies (i.e. Independent Living Center)
<i>Development of Employment & Other Living Objectives</i>	Computer skills Apply for financial aid	Job shadow Part-time employment	Voter registration
<i>Acquisition of daily Living Skills</i>	Instructional support of guided notes Using accommodations	Using accommodations Asking for help Learning routines	Personal banking instruction Utilizing technology Support (phone reminders to take meds)
<i>Functional Vocational Assessment</i>	College entrance exams	Work assessments	Functional skills inventory

ODE Guidance documents:

Avoiding Mock Sheltered Workshop (MSW) activities in schools.

Mock Sheltered Workshop

ODE Guidance: Avoiding Mock Sheltered Workshop (MSW) activities in schools – What they are and how this requirement impacts planning for appropriate vocational instructional activities.

Overview

This guidance document is provided for special education directors, secondary special education teachers, administrators and transition specialists. The Settlement Agreement for the Lane vs. Brown case was approved in December 2015, and relates to persons with intellectual and developmental disabilities (I/DD) who worked in or were referred to sheltered workshops. There has been some confusion regarding the definition of Mock Sheltered Workshop (MSW) activities contained in the Settlement Agreement and their prohibition within public schools. Clarification is needed around pre-vocational activities, similar to those that might occur in a sheltered workshop.

Mock Sheltered Workshop - Inappropriate Activities

The Settlement Agreement defines MSW activities as:

"Mock sheltered workshop activities" are prevocational training activities (for example, folding, sorting, shredding, packaging, and labeling activities) that are:

- Conducted during the school day;
- Performed only by students with disabilities;
- Closely resemble the vocational work tasks performed by adults with I/DD in Sheltered Workshops, including by being activities:
 - designed to fulfill the demands of a contractor, business, charitable organization, school or school district, retail store, or other entity; and
 - performed by individuals without compensation or in exchange for subminimum wages; and
- Not part of an instructional sequence, such as teaching generalization of skills. Instructional sequence does not include instruction that consists solely of the activities described in all of (a), (b), and (c) above. (Section 11.6).

It is important to become familiar with the definition, language and scenarios of MSWs in order to help make determinations about appropriate activities in your district.

Appropriate pre-vocational activities/transition services must be included in a student's program as a part of a vocational instructional sequence and be aligned to a student's measurable post-secondary goals that are based upon the student's preferences, interests, needs and strengths (PINS). Appropriate and measurable post-secondary goals for students with disabilities, including intellectual and developmental disabilities, are competitive, integrated employment opportunities.

What Is An 'Instructional Sequence'?

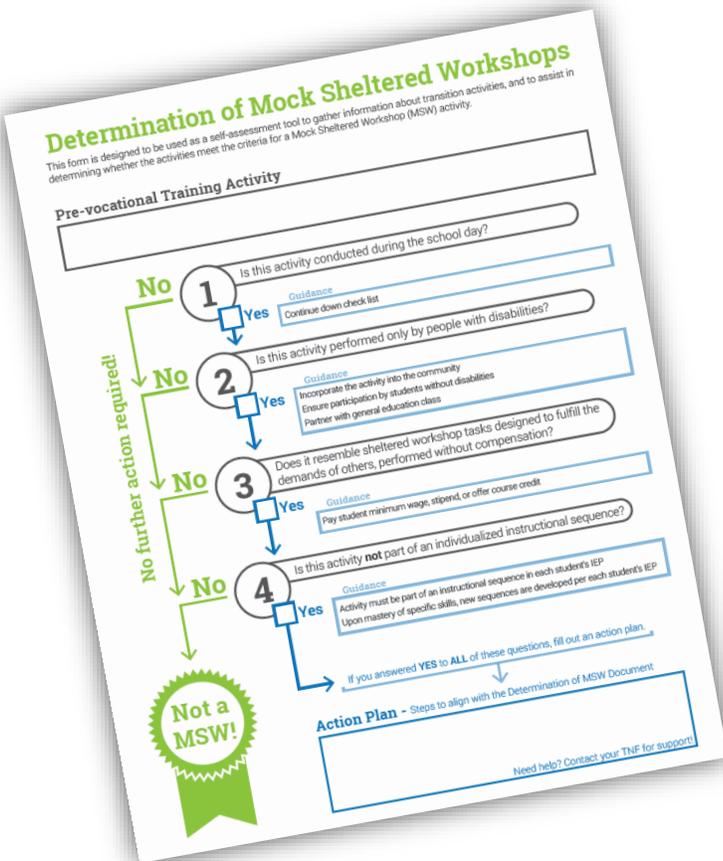
MSW School-Based Business/Work Activity Self-Assessment Form

This form is designed to be used as a self-assessment tool for districts and schools to gather information related to the operation of a school-based business or other work activity, and to assist in determining whether the business or activity meets the criteria for a Mock Sheltered Workshop (MSW) activity.

District: _____ School/Site: _____
 Date: _____
 Description of Business/Work Activity: _____

Circle "Yes" or "No" to each self-assessment question and indicate the evidence to support an affirmative 'Yes' response, or a 'No' response. If a 'Yes' response is provided for Questions 1-5, the activity may meet some of the criteria for a MSW activity and use of the Action Plan to identify alternatives that will be implemented to address the specific indicators or key questions is indicated.

Key Questions/Indicators	Self-Assessment	Evidence to Support Self-Assessment Determination
	Yes The business/work activity is performed as part of a typical school day.	
	No The activities occur after school hours and/or are not sponsored by the school or district.	
	Yes The business/work activity is performed only by students with disabilities.	
	No The business/work activity includes students with and without disabilities.	
	Yes The business/work activities performed are similar to activities that are completed in a sheltered workshop.	
	No The business/work activities performed are not similar to activities that are completed in a sheltered workshop.	
	Yes Students are unpaid, paid a subminimum wage and/or receive no compensation for the work	



The flowchart and guidance documents for Mock Sheltered Workshop are available at www.tcntransition.org



QR codes for full documents are located in Appendix A

Case Study Examples of Transition Services Aligned with Annual Goals

Jason	Post-Secondary Goal: Community College - Employment
	<p>Education and Training Instruction</p> <ul style="list-style-type: none"> • Instructional support for organization and study skills • Assistance with time management • Accommodations for taking tests • Assistance in reading fluency and comprehension with additional reading support through Audio-taped texts and books on CDs • Writing assignments that will help Jason express his thoughts • Jason will take one introductory course at LCC during the last semester of his senior year <p>Employment and Other Post School Living Objectives</p> <ul style="list-style-type: none"> • Jason will volunteer 4 hours per week at a local automotive shop during his high school senior year to become acquainted with all jobs available. • Jason will create a resume. He will apply for a summer job after high school graduation at a local automotive shop • After graduation from high school, Jason will meet with Vocational Rehabilitation (VR) to determine eligibility for rehabilitation services • Jason will visit LCC, including a tour through the admissions department and a visit to the Center for Accessible Resources at LCC to become familiar with available resources that will assist him, between the late Spring and early Fall • Jason will apply for college and disability support services at LCC, no later than December of his senior year in high school • Apply for possible college financial aid

Susie	Post-Secondary Goal: Assisted Work in the Community
	<p>Education and Training Instruction</p> <ul style="list-style-type: none"> • Charted routines that include the student's communication modes as communication within the routines • Assistance from a paraprofessional trained as an intervener and who has expertise in deafblindness • Medical assistance from someone who can monitor her medical issues • Audio and visual apps on iPad and computer that are visible and audible at a level that is motivating and/or useful to Susie • Augmentative communication device with simple activation components such as a head switch or one that can be easily activated by a light hand movement • Achievements to be gauged by Susie's attainment in items mentioned above • Instruction in Orientation and mobility skills that will best transfer to other situations in Susie's community <p>Employment and Other Post School Living Objectives</p> <ul style="list-style-type: none"> • With an intervener's guidance: <ul style="list-style-type: none"> ○ job shadow experiences ○ leisure and hobby opportunities ○ inclusion in community events, and opportunities to be more independent of family • Visit the local community college between the late spring and early fall to determine which coursework provides the most meaningful and functional practicum opportunities • Part time employment at the children's museum • Apply for assistance from DD Services/Find out when to apply

Allison	Post-Secondary Goal: University
	<p>Education and Training Instruction</p> <ul style="list-style-type: none"> • Instructional support of guided notes for lessons • Instructional support for organization and study skills • Audio-taped texts for English 12 • Extended time on tests in English, Algebra II and Advanced Biology <p>Employment and Other Post School Living Objectives</p> <ul style="list-style-type: none"> • Job shadow experiences with children • Visit Eastern Oregon University, including a tour through the admissions department and a visit to the disability services office, between the late Spring and early Fall • Part time employment in a position related to working with children • Apply for possible college financial aid • Vocational rehabilitation referral to determine eligibility for tuition assistance • Apply for college and disability support service, no later than December

Annual Goals

There should be an annual goal or goals included in the IEP that will help the student make progress towards the post-secondary goals. The annual goals are designed to support improvement in academic and functional skills necessary to achieve post-secondary goals.

SMART Goal Development – After reviewing your present levels (academic and functional performance) develop S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, Time-Specific) goals that address the individual needs of the student. You will need to do some evaluation of what is most important or what skills build upon each other in order to select the more appropriate goals.	
Goal Component	Explanation
Given what...	means... Under what conditions? <ul style="list-style-type: none"> • Accommodations (change materials, procedures, alternative response, formats, etc.) • Assistive Technology (dictation software, calculators, visuals, etc.) • Specialized Instruction • Instructional Strategies (prompts, graphic organizers, etc.) • Modification (change the standard) • Environmental (classroom with predictable routines, etc.)
Who...	means... The Student
Will do what...	means... Observable Behaviors <ul style="list-style-type: none"> • Actions: create, make, analyze, sequence, summarize, complete, describe, attempts, builds, reads, etc.
How Often...	means... Frequency <ul style="list-style-type: none"> • Daily, weekly, during content area, throughout the school day, when work is expected, etc.
How Accurately...	means... How well or independently <ul style="list-style-type: none"> • Percentage of accuracy, with how much assistance, etc.
Mode of Measurement	means... Assessment (as measured by...) <ul style="list-style-type: none"> • Progress monitoring • Teacher Observation • Curriculum Based Assessments • Behavioral Data • Formative Assessments • Self-Charting Progress • Classroom Progress (grades) • Student Work Samples • ... and others

NOTE: This is just one way to develop a goal. There might be another process or tool that you may use in your district.

Transition IEP ANNUAL GOALS

Annual goals are statements that describe what a student with a disability can reasonably be expected to accomplish within a 12-month period of the student's program. The IEP should be written so that for each post-secondary goal aligns with an annual goal that will help the student make progress towards the post-secondary goals. Annual goals should also be aligned with transition services.

A Transition Plan has two types of goals:

	Post-Secondary Goals	Annual Goals
Specific Measurable Attainable Relevant	Measurable statements of what a student will achieve after leaving school	The measurable goals that will be worked on this year to help build the student's skills in achieving the post-secondary outcome
Time specific	After School Post-secondary goals for employment, education or training and independent living are achieved after students leave secondary education.	Each Year The annual IEP goal identifies what will be accomplished this year to build the student's skills in achieving their post-secondary goals.

Course of Study

The course of study defines **the multi-year set of classes or activities** on a pathway to secondary goals that begins in middle school and culminates the last year in school.



The course of study is:

- A multi-year description of coursework and activities from the student's current to anticipated exit year that is designed to help achieve the student's desired post-secondary goals (PSGs).
- Reflects an educational program and plan that specifies all courses, educational experiences, and activities from the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team.
- Reflects the planning that relates to the student achieving their desired measurable post-secondary goals and helps them make a successful transition to post-school adult life.
- Reflects multiple years of classes and educational experiences, not just one year.

Remember:

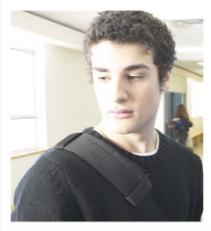
- Course of study **is not** the coursework required to attain a specific high school diploma.
- The courses of study must **align** with the post-secondary goals.
- Course of study must be **reviewed annually**.

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- Look at your September caseload and determine which students are turning 16 and plan for the Transition IEP.
- Look at assessment to see student strengths, interests, preferences and needs.
- Think of course of study as a path way for student to gain skills in order to achieve their PSGs.
- Ask what classes or activities include skills that will support this student's PSGs?

Case Study Examples of Course of Study

If the Post-Secondary Employment Goal is to gain competitive employment in a specific field, the job requirements influence the course of study.

Jason	Student Direction: Trade School - Employment		
	<p>For Jason' upcoming 12th grade year the courses listed include:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>1st semester</p> <ul style="list-style-type: none"> • English 12 • Algebra II • Phys. Ed. • Computer Science • Study Skills </td> <td style="width: 50%; vertical-align: top;"> <p>2nd Semester</p> <ul style="list-style-type: none"> • English 12 • Algebra II • Computer Science • Study Skills • One introductory course at the Community College </td> </tr> </table>	<p>1st semester</p> <ul style="list-style-type: none"> • English 12 • Algebra II • Phys. Ed. • Computer Science • Study Skills 	<p>2nd Semester</p> <ul style="list-style-type: none"> • English 12 • Algebra II • Computer Science • Study Skills • One introductory course at the Community College
<p>1st semester</p> <ul style="list-style-type: none"> • English 12 • Algebra II • Phys. Ed. • Computer Science • Study Skills 	<p>2nd Semester</p> <ul style="list-style-type: none"> • English 12 • Algebra II • Computer Science • Study Skills • One introductory course at the Community College 		

For students in a transition program for students 18-21, the course of study should include activities that support the student's post-secondary goals.

Susie	Post-Secondary Goal: Assisted Work in the Community		
	<p>Susie's next three-six years in a school district setting should concentrate on:</p> <ul style="list-style-type: none"> • Her various modes of communication – and how best to communicate with persons around her • Use of a simple augmentative communication device that can be activated either by a head movement, or a light touch from her hand • Mastering functional routines that will provide a base for post-school life • Learning basic orientation techniques • Learning and using mobility skills such as trailing, directions, turns • Community activities – including what to do in a grocery store, the local bowling alley, YMCA swimming pool, restaurants, church events, summer camp participation (e.g. Camp Attitude where she has attended each year and tried out a variety of activities such as hot air balloons, floating on a raft, hiking trails: http://www.campattitude.com/) 		
	Year 1	Year 2	Year 3
	<ul style="list-style-type: none"> • Communication at School • Simple Augmentative Communication • Functional Living • Basic Orientation • Basic Mobility 	<ul style="list-style-type: none"> • Communication in Community • Augmentative Communication activated by head movement • Functional Routines • Orientation-Part II • Mobility-Trailing, directions, turns 	<ul style="list-style-type: none"> • Communication in Community-Part II • Augmentative Communication devices • Community Activities <ul style="list-style-type: none"> ○ Leisure ○ Functional

For a Post-Secondary Education Goal is to enroll at a college or university, the post-secondary institution entrance requirements influence the course of study. The course of study may also include extracurricular activities that relate to post-secondary goals (yearbook, school newspaper, athletics, etc.).

Allison	Student Direction: University		
	<p>For Allison's upcoming 12th grade year the courses listed include:</p> <table border="0"> <tr> <td data-bbox="488 527 873 772"> <p>1st Semester:</p> <ul style="list-style-type: none"> Psychology English 12 Algebra II Band Cooperative Work Experience Advanced Biology </td> <td data-bbox="967 527 1230 772"> <p>2nd Semester:</p> <ul style="list-style-type: none"> Physical Education English 12 Algebra II Band Child Development Advance Biology </td> </tr> </table>	<p>1st Semester:</p> <ul style="list-style-type: none"> Psychology English 12 Algebra II Band Cooperative Work Experience Advanced Biology 	<p>2nd Semester:</p> <ul style="list-style-type: none"> Physical Education English 12 Algebra II Band Child Development Advance Biology
<p>1st Semester:</p> <ul style="list-style-type: none"> Psychology English 12 Algebra II Band Cooperative Work Experience Advanced Biology 	<p>2nd Semester:</p> <ul style="list-style-type: none"> Physical Education English 12 Algebra II Band Child Development Advance Biology 		

Functional Limitations Language

Oregon Vocational Rehabilitation (VR) assists individuals with disabilities to get and keep a job that matches their skills, interests and abilities. VR staff work in partnership with the community and businesses to provide services that are individualized to help VR clients receive services that are essential to their employment success. Oregon VR and Special Education share responsibility in preparing students with disabilities for the transition from school to post-high school employment, education, specialized training and independence. Eligibility for VR services is determined by the VR counselor on an individual basis. The counselor must certify that the individual has a physical or mental impairment that causes limitations to employment and requires VR services to prepare for, secure, retain or regain employment.

This document will assist educators to identify the student's **functional limitations** which may lead to eligibility and the transition to adult services with VR.

Functional Limitation Statement	
Educators	 Vocational Rehabilitation
Functional capacities are life activities or skill areas in which the ability to function is significant to successful independence and/or employment. Eight such areas have been defined by the Office of Vocational Rehabilitation for the purpose of identifying functional limitations and determining the severity of an individual's disability.	
Client/Student Name: _____	Date Reviewed: _____
Form completed by: _____	Title: _____
Return To: _____	By: _____
<p>Directions for Special Education Case Managers: Using your knowledge of your student's skill and Individual Education Plan (IEP), please complete the following document checking off appropriate functional limitations under each category and 'none' in categories when appropriate. Feel free to provide additional information that may have been missed in this generalized document under "Other". Please return to identified staff by date listed above. This information is integral to employment planning and agency support for the student identified.</p>	
<p>INTERPERSONAL: The ability to establish and maintain positive personal, family, and community relationships necessary to work.</p>	

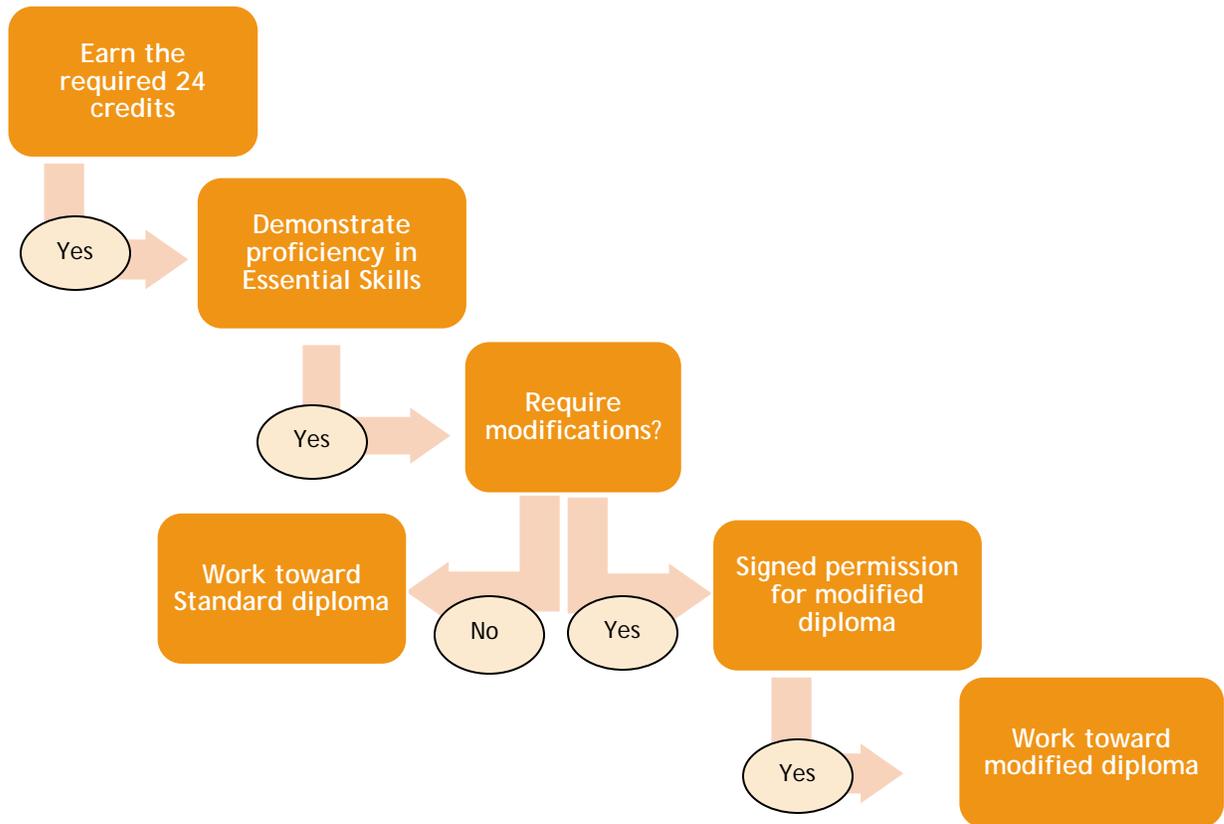


The Functional Limitation Statement Form can be found at www.tcntransition.org



QR code for the Functional Limitations Statements can be found in Appendix A.

Considerations around Diploma Options



Remember: The following are unacceptable reasons for determining not to follow the standard diploma option for a student:

- Disability category or label
- Expected poor performance on the general education assessment
- Expected difficulties meeting the essential skills requirements through the state's general assessment
- Poor attendance or extended absences
- Native language/social/cultural or economic difference
- English Language Learner (ELL) status
- Low reading level or achievement level
- Impact of student on district's/school's accountability results
- Administrator decision
- Need for accommodations

The **Summary of Performance (SOP)** is *required* under the reauthorization of the Individuals with Disabilities Education Act of 2004 (IDEA 2004). The SOP must be given to students who graduate with a regular diploma or age out. ODE guidance is that all students who leave school with a modified diploma, an extended diploma, or an alternative certificate should also receive an SOP.



The SOP is a document that is given to the student before leaving school to assist the student in the transition from high school to higher education, training and/or employment. This important information about students' current level of functioning is intended to help post-secondary settings consider accommodations for access and may be useful in the assessment process for other adult service agencies. Post-secondary institutions will continue to make eligibility decisions on a case-by-case basis.

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- ☑ In some situations, planning for the SOP can take place before the final year.
- ☑ In the spring of a student's final year, review the SOP to assure it will provide an agency or employer with the most current information on the performance of the student.
- ☑ Components of an SOP can be cut and pasted from the student's 12th grade IEP
- ☑ Consider using the functional limitation language for eligibility to VR services in the student's SOP see online resources at www.tcntransition.org



The Summary of Performance (SOP) Form and examples of completed SOP documents for Allison, Alex & Rolanda can be found at www.tcntransition.org



QR code for Summary of Performance (SOP) form and examples of completed SOP documents for Allison, Alex, and Rolanda is located in Appendix A

Appropriate & Measurable Post-Secondary Goals

There must be at least two goals for all students: one for employment and one for education or training. Some students, based on assessment information, may require a goal for independent living.

Education and Training Goals

When determining whether post-secondary goals in the areas of training and education overlap, the IEP Team must consider the unique needs of each individual student with a disability in light of his or her plans after leaving high school.

If the IEP Team determines that separate post-secondary goals in the areas of training and education would not result in the need for distinct skills for the student after leaving high school, the IEP Team can combine the training and education goals of the student into one or more post-secondary goals addressing those areas.

If student has a post-secondary goal of:	Words to describe behavior for IEP:
<i>Education, Training</i>	<i>Education, Training</i>
4 year college university	Attend a college or university
2 year community or technical college	Earn an occupational certificate, associate's degree
Short term vocational or technical school	Attend vocational training (beauty school, pet grooming, trucking school)
Apprenticeship	Participate in on-the-job training
Short-term educational or employment training program	Attend Job Corps
High school completion document (i.e. GED)	Attend adult education classes
AmeriCorps	Submit application
Enroll in community education programs	Enroll in CPR, childcare course, etc.
<i>Employment</i>	<i>Employment</i>
Competitive employment	Work a full or part time job
Military	Enlist in the military
Self-employed	Start a business – Entrepreneurship
Family business	Work a full or part time job
Supported employment	Establish connection with appropriate agency
Volunteer work in the community	Sign up with volunteer program
<i>Independent Living</i>	<i>Independent Living</i>
Money management	Manage finances
Grocery shopping- Meal preparation	Access community independently
Housekeeping	Manage household
Transportation	Use public transportation
Recreation	Access community resources

Sample table for gathering age appropriate assessment information. Fill in the formal and informal assessments available to learn where more information might be needed.

	EDUCATION	TRAINING	EMPLOYMENT	INDEPENDENT LIVING
Preferences				
Interests				
Needs				
Strengths				



QR code is available in Appendix A

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Ask yourself these questions

- Is there an education or training goal?
- Is there an employment goal?
- When appropriate, are there independent living skills goals?
- Are all of the goals measureable?
- Do these happen after exiting school system?

Appropriate, Measurable Post-Secondary Goals - Case Study Examples

Jason	Post-Secondary Goal: Community College and Employment
Education or Training	Upon completion of high school, Jason will enroll in Lane Community College (LCC) and take courses related to Automotive Repair. Jason will access Disability Services for assistance in using campus resources and accommodation.
Employment	After finishing the Automotive Repair courses at LCC, Jason will apply for a job at an automotive repair shop. Over the summer, Jason will work at least half time at a local Automotive Repair Shop.
Independent Living	After finishing Automotive Repair classes and securing a job at an automotive repair shop, Jason will rent an apartment near his work, so that he can ride the bus to work.

Susie	Post-Secondary Goal: Assisted work in the Community
Education or Training	After graduation from high school, Susie will attend the local Community College and participate in practicum sessions of classes on horticulture, animal science, and music.
Employment	After graduation from high school, Susie will work as a volunteer or a paid member of a community organization such as Walmart or Goodwill.
Independent Living	Susie will live in the annex of her parents' home, with a renter who will live with her rent-free in exchange for being a support service person (SSP) to Susie.

Allison	Post-Secondary Goal: Attend University
Education or Training	After graduation from high school, Allison will attend Eastern Oregon University and take coursework leading to a major in the area of Child Development.
Employment	After graduation from college, Allison will become an early childhood education teacher in Pendleton School District.
Independent Living	Upon entrance to Eastern Oregon University, Allison will access EOU Disability Services for assistance in note-taking and study partners.

Invite Representatives of Participating Agencies

Linking youth to agencies while in school make connections easier.

Participating Agencies should be invited to the IEP team meeting with the prior consent of the parent (or student who has reached the age of majority). When a representative of a participating agency that is likely to be responsible for providing or paying for transition services is identified, they should **be invited to the first IEP meeting where transition services will be discussed.**

If a participating agency, other than the public agency, fails to provide the transition services described in the IEP, the school district must reconvene the IEP Team to **identify alternative strategies** to meet the transition objectives for the student set out in the IEP.



This sample template for parents is available at www.tcntransition.org

Template: Transition-Age Youth in _____ County: **AGENCY OVERVIEW**

SCHOOL DISTRICT TRANSITION SERVICES	VOCATIONAL REHABILITATION	DEVELOPMENTAL DISABILITIES (DD) SERVICES/BROKERAGES
<p>ELIGIBILITY REQUIREMENTS</p> <ul style="list-style-type: none"> • Student is on an Individual Education Plan (IEP). • Student has received less than a standard diploma (modified, extended, alternative certificate, etc.). • Student will turn 21 after the first day of the district's school year. <p>SERVICES OFFERED</p> <ul style="list-style-type: none"> • Case management, life skills, employment skills and experiences and related services as determined by the IEP team during the school day and the school year. • Youth Transition Program provides additional employment-related transition support. <p>AGENCY CONTACT INFORMATION</p> <ul style="list-style-type: none"> • _____ • _____ • _____ <p>YOUR CONTACT NAME AND NUMBER:</p> <p>_____</p>	<p>ELIGIBILITY REQUIREMENTS</p> <ul style="list-style-type: none"> • Documentable physical or mental disability that impacts one's ability to work. • Legal to work in the United States. • Disability is not Blindness or Deaf-Blindness (Commission for the Blind serves these individuals). <p>SERVICES OFFERED</p> <ul style="list-style-type: none"> • Finding and keeping a job that matches one's skills, interests, and abilities (e.g. assessment, counseling, independent living, assistive technology, training, job placement). • Support is offered in pursuit of ongoing community-based competitive-wage employment options (not volunteer or sheltered work). • May subcontract with community providers. <p>AGENCY CONTACT INFORMATION</p> <ul style="list-style-type: none"> • _____ • _____ • _____ <p>YOUR CONTACT NAME AND NUMBER:</p> <p>_____</p>	<p>ELIGIBILITY REQUIREMENTS</p> <ul style="list-style-type: none"> • Ability to establish intellectual disability before age 18 and developmental disability before age 22. • Be an Oregon Resident. • Recipient of Medicaid, SSI or SSDI (for a full range of services). • Brokerages— serves individuals 18 years and older and are referred by DD through choice counseling. <p>SERVICES OFFERED</p> <ul style="list-style-type: none"> • Case management, crisis intervention, protective service investigation and support, vocational services, residential services, comprehensive in-home supports, supported living, foster care. • Cannot duplicate school services. • May subcontract with community partners. <p>AGENCY CONTACT INFORMATION</p> <ul style="list-style-type: none"> • _____ • _____ • _____ <p>YOUR CONTACT NAME AND NUMBER:</p> <p>_____</p>

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Guidance from ODE for Agency Attendance

- A case manager/teacher should decide which students on their caseload should have agencies represented at their IEP meeting.
- Call parents to obtain required parental written consent before inviting representatives from other participating agencies to attend an IEP Team meeting. The representatives of these agencies cannot access all the student's records unless the parent gives consent for such a disclosure.
- A case manager/teacher should contact agency representatives early in the year to schedule IEP meetings. Agency representatives have full schedules and may not be able to attend meetings with a short notice.
- If you do not have an established relationship with your local VR counselor or other agency representative, contact your TNF for help in this area.

Considerations when Inviting Other Agencies

Things to consider:

- What agencies should the school district invite to an individual student's IEP meeting?
- How much time will another agency need to prepare for an IEP meeting? May invites be done months early to get on schedules?
- Should you invite more than one agency to an IEP meeting?
- Where can I find the names of people to contact in each agency?
- May I get approval to invite agencies well before IEP meetings?

Gather Information:

- Work with TNF's for ideas and resources to learn which relationships they have made with community partners.
- Hold transition fairs. Contact your Transition Network Facilitator for ideas and regional resources.
- Create community resource maps and information for students and parents to navigate transition.
- Learn about adult agencies, services and eligibility and gather materials to share with students and families.
- Take advantage of cross-training opportunities between agencies.
- Develop procedures and plans to address the needs of students with disabilities, and barriers they may face during the transition process.
- Develop a systematic way to invite agencies that the student would possibly access after high school.
- Learn from community partners. What does the student or parent need to get ready for the post-school environment, community college, trade school, or local businesses?
- Get involved with local Employment First programs.

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

Education or Training	Employment	Independent Living
<ul style="list-style-type: none"> ✚ Community Colleges/ Universities ✚ College-Disability Services ✚ Adult Education ✚ Short Term Certification ✚ Community Education ✚ Military ✚ Technical Training 	<ul style="list-style-type: none"> ✚ Vocational Rehabilitation ✚ Department of Labor ✚ Employment Department ✚ Work Source of Oregon ✚ Job Corps 	<ul style="list-style-type: none"> ✚ Social Services-DHS ✚ Social Security-SSI ✚ WIN/DRO benefits ✚ Housing Authority ✚ City and County Housing ✚ Health Departments ✚ Independent Living Centers ✚ Public Transportation(i.e., Dial-a-Ride, LIFT, CARTS, RideSource)

Tips/Guidelines for Interagency Collaboration

- Gather contact information and discuss partner agencies with the student and family. Determine who they want for collaboration.
- Reach out to partners, contact representatives.
- Set up alternative methods to get input from partners if they cannot attend a meeting (i.e. phone conversation, shared documents, video conferencing).
- Be aware that partner agencies have their own vocabulary and process. They may need clarification of services and terminology between education, county developmental disability services, vocational rehabilitation and brokerage services.
- Schedule meetings far enough in advance so everyone is able to attend. Find out from agencies partners guidelines on the time frame for advance notification.
- Schedule enough time for planning and input from partner agencies.
- Send draft IEP's to all approved invited members, ahead of time, for a chance to prepare for meeting.
- Establish clearly defined goals and measurable objectives.
- Follow a pre-agreed upon set of guidelines for conducting the meeting, (i.e active listening, no side-bar conversations, respect opinions, stay pro-active and positive).
- Recognize some partner agencies might prefer to be involved and various times with specific age students.
- Make sure meetings are purposeful and everyone has a voice so time is well-spent.

Ways to Engage:

- Create relationships with partner agencies and take time to visit and plan with representatives.
- Hold a pre-IEP planning meeting with invited partners to work on potential goals.
- Have partners attend an IEP and give input.
- Plan or attend a resource fair or employment first meeting to build relationships with your agency partners.

Checklist/Questions for Effective Planning:

- Have you planned time in advance to clear all attendees with the student and family for invitation and release of information?
- Have you involved the student in the transition goal planning?
- Have you done a Person Centered Plan?
- Have you utilized one page profiles and assessments to inform the planning?
- Have you built time in the meeting for partner agencies to share their information and input?
- Have you scheduled meetings far enough in advance to allow partner agencies to attend?

Pre-Employment Transition Services

Vocational Rehabilitation

In July 2014, the **Workforce Innovation and Opportunity Act (WIOA)** was signed into law. WIOA replaces the Workforce Investment Act of 1998 (WIA) and amends the Rehabilitation Act of 1973. WIOA requires vocational rehabilitation (VR) agencies to set aside at least 15% of their federal funds to collaborate with local school districts to create the provision of “pre-employment transition services” (Pre-ETS) specifically for Students with Disabilities.”

A ‘Student with a Disability’ is defined as an individual who:

- is still enrolled in secondary school and has not exited, graduated, or withdrawn;
- is at least 14 years old but less than 22; and
- has a disability (i.e., receives services under an IEP or 504 plan, or has a disability for purposes of section 504).

The limited pre-employment transition services (Pre-ETS) that may be provided, based on identified need and the availability of services, include:

- Job exploration counseling
- Work-based learning experiences, which may include in-school or after school opportunities, experiences outside of the traditional school setting, and/or internships
- Counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs
- Workplace readiness training to develop social skills and independent living
- Instruction in self-advocacy

High school students with disabilities interested in participating in a pre-employment transition service listed above may contact their local **Transition Network Facilitator or one of VR’s Pre-ETS’ coordinators.**

Pre-employment transition services are also available to those students who have been determined eligible for VR services as well as those currently receiving services under an Individualized Plan for Employment (IPE) through VR.

Oregon VR recently added two VR staff members to help school districts in the areas of implementing Pre-Employment Transition Services.

Pre-Employment Transition Coordinators:

Nicole Perdue, Central & Eastern-Oregon

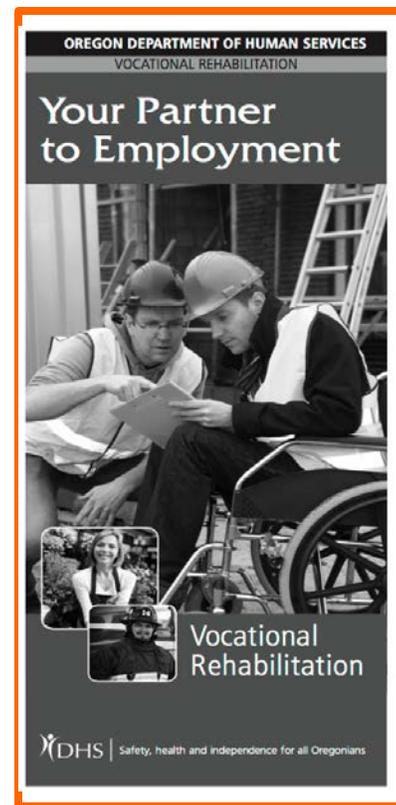
Email: Nicole.J.Perdue@state.or.us

Phone: (971)-718-4054

Toni DePeel, Portland Metro-Oregon

Email: Toni.M.DePeel@state.or.us

Phone: (971)-600-8358



How can the Pre-ETS Coordinators Support You? Here are a few examples:

- Attending IEP meetings when invited (when VRC schedules will not allow).
- Presenting at an Open House or Orientation held at local schools.
- Conducting regularly scheduled school visits.
- Providing/coordinating conferences and workshops for students with disabilities.
- Assisting schools in enhancing established Pre-ETS student services.
- Speaking about VR services at school staff meetings, teacher in-service training, student/parent group meetings, or interagency meetings.
- Work with local school districts Career Technical Education programs to create greater access for students with disabilities and remove barriers in matriculating into these programs and activities.
- Create greater access for students with disabilities into Career Pathway programs at community colleges.
- Support VR communication with Local Businesses.
- Assist in developing clear communication between VR and local educational establishments.
- And much more! Feel free to ask.

For additional information or to refer for services, please visit our website at <http://www.oregon.gov/dhs/employment/VR/Pages/index.aspx>.

Coming Soon!

**Pre-Employment Transition Services
Consent and Information Release**

Check with your VR Pre-ETS Coordinator or Transition Network Facilitator.

DHS Oregon Department of Human Services

**Pre-Employment Transition Services
Consent & Information Release**

Note to Parent or Guardian: Your signature on this form gives permission for Oregon VR staff to receive education records and information regarding the student named below from the school named below to determine if he or she is able to receive pre-employment transition services from VR. VR is a part state and federally funded program of the Department of Human Services and works in cooperation with Oregon high schools. There is no cost to you for the services your child or dependent may receive from Oregon VR staff. We look forward to working with your student and hope to have an opportunity to talk to you in the near future.

Clear Form **Print**

Student name: _____ School: _____ SSID (Secure Student ID): _____ Grade: _____

Home phone: _____ Student phone: _____ School contact name: _____ Gender: Male Female Date of birth: _____

Student address: _____ Student email: _____ City: _____ State: _____ Zip: _____

Describe your disability or work limitations: _____

Also you (tick one or more): White Black or African American American Indian or Alaska Native Pacific Islander or Native Hawaiian

Parent, guardian or representative name: _____

Parent, guardian or representative address (if different than student): _____

Parent, guardian or representative email address: _____

Who, besides the parent/guardian, would always know the student's address and phone number? _____

Signature: _____ Date: _____

Home: _____ Work: _____ Cell: _____

Zip: _____

Give VR permission to help my student plan for the future. This may include help to:

- Participate in Job Exploration Activities
- Learn habits, attitudes, and behaviors for work
- Learn skills for adult living
- Take part in community work experiences
- School Multidisciplinary Team Support
- Individual Education Program (IEP)
- Psychological Evaluations and reports
- 504 Accommodation Plan

Learn about his or her strengths, abilities, and capabilities for work and adult living

Identify goals for work and adult living

Explore post-secondary training options

Work experience information and records

School cumulative grade records

School grades and progress records

Career exploration information

Work experience information are true, complete and accurate

I give my consent for Oregon VR to exchange information with authorized school staff and/or authorized non-school personnel, such as members and Assistive Technology specialists and Transition Network facilitators. In addition VR can exchange information with the following persons, programs, or agencies serving my child:

- Learn about his or her strengths, abilities, and capabilities for work and adult living
- Identify goals for work and adult living
- Explore post-secondary training options
- Work experience information and records
- School cumulative grade records
- School grades and progress records
- Career exploration information
- Work experience information are true, complete and accurate

I give my consent for Oregon VR to exchange information with authorized school staff and/or authorized non-school personnel, such as members and Assistive Technology specialists and Transition Network facilitators. In addition VR can exchange information with the following persons, programs, or agencies serving my child:

Parent, guardian, or representative: _____ Date: _____

Student: _____ Date: _____

Relationship to student: Parent Step Parent Foster Parent Sibling Grandparent Aunt/Uncle Cousin Guardian Professional Caregiver Other, please specify: _____

Oregon VR

Date: _____

WIOA and Pre-ETS

The Workforce Innovation Opportunity Act (WIOA) was signed in July 2014. This legislation created the expectation that Vocational Rehabilitation will work in collaboration with Local Education Agencies (LEAs or Districts), to enhance or assist in establishment of pre-employment transition services for all students who are potential eligible for VR services.

Five Pre-Employment Transition Services Activities

1. Job exploration counseling
2. Work-based learning experiences, which may include in-school or after school opportunities, experiences outside of the traditional school setting, and/or internships
3. Counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs
4. Workplace readiness training to develop social skills and independent living
5. Instruction in self-advocacy

Job Exploration and Counseling

The skill of learning about yourself in relation to the world of employment, while exploring occupational interests. Developing strategies to actualize work goals.

Examples of Job Exploration and Counseling outcomes:

- Determine transferable skills, aptitudes, and interests
- Identify viable employment and/or independent living services options
- Explore labor market and wage information
- Identify physical demands and other job characteristics
- Narrow vocational options to identify a suitable employment goal
- Select programs or training leading to an employment goal
- Investigate training requirements
- Identify resources needed to achieve rehabilitation

Work Based Learning

Educational opportunities in a real-life work environment, where academic and technical skills can be applied and developed into employment skill sets.

Examples of Work Based Learning outcomes:

- In-school or after-school work experiences;
- Experiences outside the traditional school setting, including internships;
- Classroom activities tied to the work experience (e.g. job clubs, instruction where careers are explored, etc.);
- Activities defined by training agreements;
- Structured training tied to all aspects of a particular industry;
- Learning competencies connect to a particular occupation or career.
- Summer work experience (WIA, internships, etc.)

Counseling for Post-Secondary Goals

Gaining insight into oneself as it pertains to the next steps in the transition path. Receiving support in creating and following through with steps towards post- secondary goals.

Examples of Work Based Learning outcomes:

- Understand how postsecondary education is different than secondary education in terms of reasonable accommodation (i.e. no Special Education), how Disability Resource Centers work, how to survive doing college level work etc.
- Utilize resources that facilitate access to postsecondary education

Workplace Readiness

The development of skills and attributes that support preparedness in students for a workplace setting.

Examples of workplace readiness programs/outcomes:

- In-school or after-school work experiences;
- Experiences outside the traditional school setting, including internships;
- Classroom activities tied to the work experience (e.g. job clubs, instruction where careers are explored, etc.)
- Activities defined by training agreements;
- Structured training tied to all aspects of a particular industry;
- Learning competencies connect to a particular occupation or career.
- Summer work experience (WIA, internships, etc.)

Self-Advocacy

The action of representing oneself or one's views or interests

Examples of Self-Advocacy Outcomes/programs:

- Builds skills to demonstrate, one form of advocacy, occurring any time people speak or act on their own behalf to improve their quality of life, effect personal change, or correct inequalities”
- Increases the ability to articulate one’s needs and make informed decisions about the supports necessary to meet those needs.
- Provides students with the skills and abilities to: make choices; make decisions; problem solve; set and attain goals; self-advocate; and independently perform tasks.
- Usually takes place between a person who has lived through a specific experience (peer mentor) and a person who is new to that experience (the peer mentee).

Resources -- Pre-Employment Transition Skills (Pre-ETS)

Job Exploration and Counseling

Life Skills	Resource Room
<p>1. Histogram – Career Family Tree http://triwou.org/projects/tcn/topicspage/854 http://vacareerview.org/</p>	
<p>Name of Activity: Histogram – Career Family Tree Review/Summary: A histogram or career family tree is a hands on activity that gives students an opportunity to reflect on the career or occupational choices made by family members and how it may influence their career choices. The idea is to have students identify the careers or occupations of each of their immediate and extended family members then reflect on those choices asking themselves questions such as: Would I like to do that job? Why or Why Not? Is there a pattern? What might I like about that job? Dislike? A Google Search for “career family tree” will net lots of templates and examples.</p>	
<p>2. Career Jeopardy Game Name of Activity: Career Jeopardy Game http://pages.minot.k12.nd.us/votech/File/Jeopardy.htm A template for making your own game: http://pages.minot.k12.nd.us/votech/Jeopardy/games/Education.ppt</p>	
<p>Review/Summary: This is a great activity for those days where students need a more relaxed interactive activity. Students enjoy the game as they learn about different career options. It is played just like Jeopardy on television only the categories correspond to training required. Teachers can adapt this activity by teaching each of the occupations in the game first or downloading the PPP and adding visuals. At the bottom of the page you will find several elementary level games which include careers suitable to most any age. The language is simpler on these games.</p>	
<p>3. Career Interest Survey https://www.trainoregon.org/trainoregon/career-assessment http://www.capregboces.org/RSE-TASC/PDFs/PictureCareerInterest_Inventory.pdf https://www.cves.org/wp-content/uploads/2015/08/Pictoral_Interest_Inventor_y_template_SHEN.pdf</p>	<p>3. Career Interest Inventory https://www.mynextmove.org/ https://www.trainoregon.org/trainoregon/career-assessment https://oregoncis.uoregon.edu This system is Oregon based and designed for use in schools and has other features useful for the teacher. Vocational Rehabilitation Offices throughout Oregon use this system. There is a small subscription fee for this site though many schools in Oregon already have it.</p>

	<p>If you want to know if your school has a subscription or if you want to request training you can contact: Laura McCoid at: lmccoid@uoregon.edu</p>
<p>Review/Summary: Career Interest Inventories allow students to explore careers based on a survey of their interests.</p>	
<p>4. Sprout Films: Employment Theme http://sproutflix.org/browse/theme-employment/</p>	<p>4. Project Access http://projectaccess.uoregon.edu/</p>
<p>Review/Summary: Sproutflix hosts the largest and most diverse assortment of films featuring people with I/DD on the marketplace. The collection is made up of feature length documentaries and narratives as well as short films, animations and music videos.</p>	<p>Review/Summary: This curriculum contains 287 lesson plans with a “Crosswalk” that aligns each of the 5 Pre-ETS with a lesson.</p>
	<p>5. Where are You Going? https://www.lblesd.k12.or.us/TTAN-transition-resources/Curriculum/</p>

Work Based Learning Resources

<p>1. How to Guide for Job Shadows_ http://www.newwaystowork.org/qwbl/tools/kcktoolkit/Guides/How_To_Guide_Job_Shadows.PDF Review/Summary: How-to Guide for Job Shadows is a step-by-step guide to developing job shadows for individuals and groups of students that interest and benefit students, workplace partners and teachers</p>
<p>2. Child Labor Law Summary - Oregon Bureau of Child Labor Laws_ http://www.oregon.gov/boli/WHD/CLU/docs/childlaborlawsummary.pdf Interns and Trainees Guidance for Employers_ http://www.oregon.gov/boli/TA/pages/t_faq_interns.aspx Review/Summary: Bureau of Labor and Industries is to protect employment rights, advance employment opportunities free from discrimination. These documents provide more information regarding child labor laws and internship rules and employer responsibilities.</p>
<p>3. Eastern Oregon Regional Job Club Materials_ https://drive.google.com/drive/folders/0BxMQPWFVhccxZng5T0JmeTBpbUE Review/Summary: This file will provide information, tools, and resources needed to develop a regional job club. There are helpful documents to help students explore and evaluate community work sites. Information to engage community partners and employers are included.</p>

4. Career and Technical Education

<http://www.oregon.gov/ode/learning-options/CTE/Pages/default.aspx>

Review/Summary: is a planned program of courses and learning experiences that begins with exploration of career options, supports basic academic and life skills, and enables achievement of high academic standards, leadership, options for high skill, high wage employment preparation, and advanced and continuing education. This website share more information and content regarding Oregon’s secondary CTE programs.

5. Implementation of a Work-Based Learning Model

http://www.themanufacturinginstitute.org/~media/368372F6DA5946B095B1D0EBF8B88760/Implementation_of_a_Work-Based_Learning_Model.pdf

Review/Summary: This working guide from Ohio provides an overview and benefits of work based learning opportunities. The guide includes a Job Shadow Checklist, example of a parent release form, assessments of student job shadowing participation, and useful tools and activities for students.

Post-Secondary Counseling

Life Skills	Resource Room
1. Going to College http://www.going-to-college.org/ This Web site contains information about living college life with a disability. It’s designed for high school students and provides video clips, activities and additional resources that can help you get a head start in planning for college.	
2. College vs High School https://www.wcupa.edu/forms/search/default.aspx?search=differences+between+hs+and+college This website shows a comprehensive list between the differences between expectations in college vs expectations in high school. (Tip: use google images search for a variety of visual ideas around this topic)	
3. Think College https://thinkcollege.net/ Think College is a comprehensive website that explores college options for students with intellectual disabilities. Think College website includes a college search, resource library, training and webinars, and technical assistance.	2. Disability 411 http://www.ncwd-youth.info/411-on-disability-disclosure Unit 6: Postsecondary Disclosure - This unit clearly answers five specific disclosure questions: Why, when, what, to whom, and how to disclose a disability in postsecondary settings. Terminology provided in this unit will help you better understand these questions. We strongly suggest that you read the discussion focusing on “why to disclose” on page 6-3.

4. Postsecondary Education

<http://www.pacer.org/transition/learning-center/postsecondary/>

Postsecondary education can open doors of possibilities for youth with disabilities. Learn about the differences between accessing accommodations in high school and college, as well as other important post-secondary information such as preparing for post-secondary education, selecting the right program, campus life, financial aid and knowing your rights. Share these short videos and printable resources with students, families, teachers, and guidance counselors.

5. College planning for students with disabilities

<https://oregonstudentaid.gov/finaid-student-disabilities-planning.aspx>

This website reviews accommodations rights and responsibilities for students in college. The website also explores tips for finding a college that will meet student needs and tips for the transition from high school to college.

Workplace Readiness

Life Skills	Resource Room
1. Skills that Pay the Bills https://www.dol.gov/odep/topics/youth/softskills/softskills.pdf	1. Skills to Pay the Bills Videos https://www.dol.gov/odep/topics/youth/softskills/SoftSkills-videos.htm
Review/Summary: Curriculum developed by ODEP focused on teaching "soft" or workforce readiness skills to youth, including youth with disabilities. Created for youth development professionals as an introduction to workplace interpersonal and professional skills, the curriculum is targeted for youth ages 14 to 21 in both in-school and out-of-school environments.	Review/Summary: Curriculum and supporting videos developed by ODEP focused on teaching "soft" or workforce readiness skills to youth, including youth with disabilities. Created for youth development professionals as an introduction to workplace interpersonal and professional skills, the curriculum is targeted for youth ages 14-21 in both in-school and out-of-school environments.
2. Keeping A Job http://www.pacer.org/transition/learning-center/employment/keeping-a-job.asp	2. Project ACCESS: Career Options-Student Interview http://projectaccess.uoregon.edu/teachers/selfawareness/careeroptions/
Review/Summary: This website provides sample videos and examples of workplace readiness for getting and keeping a job.	Review/Summary: This interview form can be used when a student is interviewing a neighbor, family member, or relative who is working in the community. Students also have an opportunity to create specific questions for the interview.
3. Person Centered Planning- One Page Profile	

<http://helensandersonassociates.co.uk/person-centred-practice/one-page-profiles/one-page-profile-templates/>

Review/Summary: A One Page Profile captures all the important information about a person on a single sheet of paper under three simple headings: what people appreciate about me, what's important to me and how best to support a student in a worksite.

4. Social Behavior Mapping

<https://jillkuzma.files.wordpress.com/2008/09/social-behavior-map-expected.pdf>
<https://jillkuzma.files.wordpress.com/2008/09/social-behavior-map-unexpected.pdf>

Review/Summary: Visual flowchart that is used to “map” the consequences of any situation- this is a great tool to use in situations with students on the job.

5. Name of Activity: Planning My Way to Work

http://ocdd.org/index.php/ocdd/employment/category/planning_my_way_to_work_transition_guide/

<https://lblead.k12.or.us/TTAN-transition-resources/Webpage/>

Review/Summary: This transition resource book is a helpful tool for students and families when exploring work readiness and adult service supports. This companion tool is a fillable document that the student's transition team can use to support a student from school to employment.

Self-Advocacy

Life Skills	Resource Room
<p>1. ME! Lessons for Teaching Self-Awareness & Self-Advocacy http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy.html</p>	
<p>Review/Summary: Units range from IEP awareness to communication and advocacy. Can be used in High School and beyond. Scripted lesson plans as well as Spanish versions of handouts for students. Ability to modify to fit a variety of students. Useful portfolio developed throughout. Connected to Common Core State Standards. FREE!</p>	
<p>2. Learn about Self-Advocacy: Speaking Up! http://www.parentcenterhub.org/learn-about-self-advocacy-speaking-up/</p>	<p>2. Back to the YouthHood https://www.youthhood.org/</p>
<p>Review/Summary: Informational video with ability to stop and respond to the questions. Adaptable to accommodate appropriate levels</p>	<p>Review/Summary: Interactive online program including journal writing, activities folder, goal setting with life map, class</p>

of communication needs. Can be used in High School and beyond.	notebook and a youthhood poll with printable results at completion.
3. In the Driver's Seat: Six Workshops to Help with Transition Planning and Self-Advocacy http://www.parentcenterhub.org/in-the-drivers-seat-six-workshops-to-help-with-transition-planning-and-self-advocacy/	
Review/Summary: During the workshops, youth experience hands-on learning that helps them achieve adult, life goals. With encouragement and support, young adults identify their skills, interests, and needs, and work toward improving their ability to self advocate. FREE!	
4. It's My Choice/Moving Students Forward https://movingstudentsforward.org/its-my-choice-workbook-from-mn-governors-council-on-developmental-disabilities/	4. Dude Where's My Transition Plan? http://www.parentcenterhub.org/dude-wheres-my-transition-plan/
Review/Summary: Downloadable workbook that helps with self-advocacy and transition planning for students with significant disabilities. It's a useful tool for many including those with less significant disabilities.	Review/Summary: Fillable Transition plan guide. Includes resources for frequently asked questions.
5. Stories from Self-Advocates https://selfadvocatenet.com/self-advocate-story/	5. Speak Up! Using What You've Got to Get What You Want https://engage.youth.gov/federal-link/speak-using-what-youve-got-get-what-you-want
Review/Summary: This tool helps you learn how to speak up and advocate for yourself. With this tool, you can map out personal goals, learn about your rights and responsibilities, learn the best way to ask for help, and get organized.	Review/Summary: variety of self-advocate videos telling their stories. Use as discussion starters and lesson content per teacher discretion.



Ask your TNF and/or your Pre-Employment Transition Coordinator for ideas and help on how to incorporate these ideas into your classrooms.

Oregon Youth Transition Program (YTP)

Established in 1990, the Oregon Youth Transition Program (YTP) is a collaborative partnership between the office of Oregon Vocational Rehabilitation, Oregon Department of Education, and the University of Oregon. The purpose of the YTP is to prepare youth with disabilities for employment or career related post-secondary education or training. What began as a three-year federal grant to seven schools has spread into a majority of Oregon high schools over the last 27 years. To date, more than 30,000 youth, eligible for Vocational Rehabilitation services, have participated in YTP and that number grows by about 1500 youth yearly.

YTP has two distinct, yet interconnected goals. The first goal is to improve post-school transition outcomes for youth with disabilities by preparing them for employment or career related post-secondary education or training. The second goal is to increase capacity and create systems change in schools and other agencies serving students with disabilities in transition from school to work.

For more information about the YTP visit the website www.ytp.uoregon.edu

Oregon Youth Transition Program Procedures Manual



The Oregon Youth Transition Program (YTP) provides year-round services to youth typically during the last two years of high school and continuing into the early transition years after leaving high school.

All students in the program receive a comprehensive pattern of service designed to address a broad array of transition needs including:

- *Individualized planning*, focused on post school goals and self-determination, and help to coordinate school plans with relevant community agencies;
- *Instruction* in academic, vocational, independent living, and personal social skills and help to stay in and complete high school;
- *Career development services* including goal setting, career exploration, job search skills, and self-advocacy;
- Emphasis on *paid employment* such as connections with local employers, development of school-based businesses, on the job assessment and training;
- *Support services* such as individualized mentoring and support or referrals for additional specific interventions;
- *Follow-up* support for one year after leaving the program to assist in maintaining positive outcomes in employment or post-secondary settings.



Minimum Wage and Supplemental Security Income SSI Benefits

About the Oregon Minimum Wage Increase:

- Starting July 2016, Oregon's minimum wage will begin to increase
- Separate rates will apply to different areas of Oregon (see back page)
- By 2022 the minimum wage will range from \$12.50 to \$14.75 per hour

Fact: In the state of Oregon, an individual receiving SSI benefits can earn at least \$33,221 per year and still stay connected to SSI and Medicaid (OHP). Eligibility to SSI and Medicaid will continue even if the SSI check is reduced to zero dollars!

\$33,221
2016



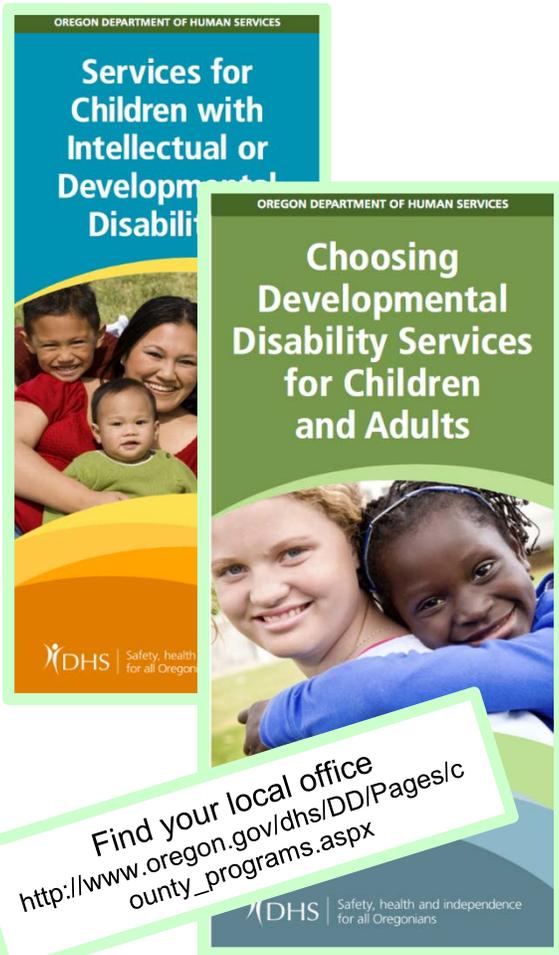
The annual amount that can be earned and stay connected to SSI and Medicaid. More can possibly be earned depending on the person's circumstances.

Minimum Wage Rate by Area

Date	Standard	Portland Metro	Nonurban counties
January 1, 2016	\$9.25	\$9.25	\$9.25
July 1, 2016	\$9.75	\$9.75	\$9.50
July 1, 2017	\$10.25	\$11.25	\$10.00
July 1, 2018	\$10.75	\$12.00	\$10.50
July 1, 2019	\$11.25	\$12.50	\$11.00
July 1, 2020	\$12.00	\$13.25	\$11.50
July 1, 2021	\$12.75	\$14.00	\$12.00
July 1, 2022	\$13.50	\$14.75	\$12.50
July 1, 2023	Adjusted annually based on the increase, if any, to the US City average Consumer Price Index for All Urban Consumers	\$1.25 over the standard minimum wage	\$1 less than the standard minimum wage

Rate schedule is subject to change!

ODDS EMPLOYMENT SPECIALISTS



There are five Regional ODDS Employment Specialists located throughout the state of Oregon. The role of the ODDS Regional Employment Specialists is to work with individuals and their families, Community Developmental Disabilities Programs (CDDPs), Brokerages, Provider Organizations, Vocational Rehabilitation, the Oregon Department of Education (ODE) and other community stakeholders to help move the Employment First initiative and Executive Order 15-01 forward.

The Employment Specialists work closely with the Transition Network Facilitators (TNFs) through Department of Education and the VR I/DD Counselors through Vocational Rehabilitation. The Employment Specialists provide technical assistance and training, establish working relationships with local partners, assist CDDPs and Brokerages to develop organizations, gather information about what is working and not working in the field to inform policy, coordinate communication and most importantly, work as a partner in local communities around employment.

For more information: go to the DHS transmittal (www.dhs.state.or.us/policy/spd/transmit/pt/2015/pt15011.pdf) and the ODE guidance which clarifies the language that is used in this DHS transmittal for the purposes of education



Oregon Department of Education

Kate Brown, Governor

Office of the Deputy Superintendent
255 Capitol St NE, Salem, OR 97310
Voice: 503-947-5600
Fax: 503-378-5156

RE: Transmittal # APD—PT—15-011
Issued 3/27/2015

Listed below is a link for a policy transmittal from for the Office of Developmental Disability Services (ODDS) regarding transition aged youth with Intellectual and Developmental Disabilities who are receiving educational services and have access to Medicaid funded employment services through the DD Waiver.

This message clarifies the language that is used in this DHS transmittal for the purposes of education.
I. Individual Employment Support- Job Coaching
Job coaching includes support to maintain or advance in individual integrated employment. Under the following circumstances, individuals eligible for ODDS-funded employment services may access this service while also eligible for services under IDEA:
Job coaching is available for students in school who have obtained integrated employment at minimum wage or greater and plan to continue after they exit from school. This service is available when job coaching services are no longer available for the student through Vocational Rehabilitation (VR). This integrated employment cannot be related to the high school transition program, or similar activity that is available to students in a school setting. The student's Individual Service Plan (ISP) through ODDS and



QR code available for each document in Appendix A

DHS Oregon Department of Human Services
Developmental Disabilities Services

Policy Transmittal

Lilia Teninty
Authorized Signature

Number: APD-PT-15-011
Issue date: 3/27/2015

Topic: Developmental Disabilities

Transmitting (check the box that best applies):

- New policy Policy change Policy clarification Executive letter
 Administrative Rule Manual update Other: _____

Applies to (check all that apply):

- All DHS employees County Mental Health Directors
 Area Agencies on Aging Health Services
 Aging and People with Disabilities Office of Developmental Disabilities Services(ODDS)
 Self Sufficiency Programs ODDS Children's Intensive
 County DD Program Managers

Developmental Disability Services

Eligibility Overview

Diagnosis and evaluation information must be completed by professionals qualified to make a diagnosis in accordance with OAR (411-320-0080).

Eligibility for an Intellectual Disability (ID):

- A history demonstrating an intellectual disability, as defined in OAR 411-320-0020(65), must be in place by the individual's 18th birthday.
- For those with consistent IQ results of 65 or less, an assessment of adaptive behavior is not needed if current documentation supports eligibility.
- For those who have IQ results of 66-75, verification of an intellectual disability requires an assessment of adaptive behavior. Adaptive behavior impairments must be directly related to the intellectual disability and not primarily attributed to other conditions.¹
- The condition or impairment must be expected to last indefinitely.

Eligibility for Other Developmental Disabilities:

- A history demonstrating a developmental disability, as defined in OAR 411-320-0020(37), must be in place by the individual's 22nd birthday.
- Requires a medical or clinical diagnosis of a developmental disability.²
- The individual must require training or support similar to that required by individuals with intellectual disability. This is measured through adaptive assessments and means that the individual has a composite score at least two standard deviations below the mean (70 or less) on a standardized assessment of adaptive behavior administered by a qualified professional.
- Adaptive behavior impairments must be directly related to the developmental disability and not primarily attributed to other conditions.

¹ Other condition, including but not limited to mental or emotional disorders, sensory impairments, substance abuse, personality disorder, learning disability, ADHD.

² Developmental disabilities include, but are not limited to Autism Spectrum Disorders, cerebral palsy, epilepsy, Tourette's, fragile X syndrome, Prader-Willi Syndrome, fetal neurological disorders, Klinefelter Syndrome, TBI, PDD or other neurological disabling conditions that originate and directly affect the brain.

Developmental Disability

- Developmental Disability (DD) is a severe mental or physical impairment or combination of mental and physical impairments
- Begins before an individual is 22 years of age or 18 years of age for an intellectual disability;
- Begins in and directly affects the brain and has continued, or is expected to continue, indefinitely;
- Causes significant impairment of daily living skills (adaptive behavior) such as, but not limited to, communicating, grooming, dressing, safety and social skills.

Other developmental disabilities include autism, cerebral palsy, epilepsy, or other neurological disabling conditions.

See the full definition of Developmental Disability in OAR 411-320-0020.

Intellectual Disability

- Intellectual Disability (ID) means significantly sub-average intellectual functioning with an intelligence quotient (IQ) of 70 and under as measured by a qualified professional, along with a lack of daily living skills (adaptive behavior) such as, but not limited to, communicating, grooming, dressing, safety and social skills, that show up prior to 18 years of age.
- Individuals with IQ's of 71-75 may be considered to have an intellectual disability if there is also significant impairment in adaptive behavior as diagnosed by a licensed clinical or school psychologist.

See the full definition of Intellectual Disability in OAR 411-320-0020.

Supported Employment Services For Individuals Experiencing Intellectual and Developmental Disabilities (I/DD)



"I would like a job in the community, what services are available?"



JOB DEVELOPMENT

A Job Developer visits with potential employers, helps with the application and interview, and identifies or creates positions in the workplace.



JOB COACHING

A Job Coach can support a person who is learning the new tasks of a job, and transitioning to a new environment. It might also include support to advance towards career goals.



Small Group Supported Employment

Small Group Supported Employment Services support a person to develop skills to achieve an individual job in the community.



Discovery

A person-centered planning process to find a job that matches a person's interests and strengths.



Employment Path Services

A time-limited service that supports a person to gain work experience and develop skills.

Want to learn more about these supported employment services?

The Office of Developmental Disability Services (ODDS) has created a list of resources to explain what is available to you. Visit the links below to learn more!

[Learn more at www.IWorkWeSucceed.org](http://www.IWorkWeSucceed.org)

Interagency List of Contacts

This list provides regional contacts for adult service agencies and local Transition Network Facilitators. Use when you have general or specific questions about agency collaboration and policy interpretation.

VR-IDD Staff:

Diane Ashley	E. Oregon; Pendleton Office	Diane.ashley@state.or.us	541-966-6231
Doreen Earl	East Portland Office	Doreen.earl@state.or.us	971-673-5858
Mark Foster	Central Portland Branch	Mark.j.foster@state.or.us	503-774-1174
Rachellie George	E. Oregon; Ontario Office	Rachellie.a.george@state.or.us	541-889-9148
Cortney Gibson	Bend Office	Cortney.gibson@state.or.us	541-388-6336 x2041
Pennie Hartley	North Portland Office	Pennie.hartley@state.or.us	971-673-3067
Sherri Ellsworth	Clackamas Office	Sherri.l.ellsworth@state.or.us	503-277-2500
Ruth Johnson	Eugene Office	Ruth.v.johnson@state.or.us	541-684-2447
Jaime Ketchum	Roseburg Office	Jaime.l.ketchum@state.or.us	541-464-2115
Marcia Pfleeger	Corvallis Office	Marcia.l.pfleeger@state.or.us	541-757-4131
Alan Roberts	North Salem Office	Alan.d.roberts@state.or.us	971-673-6130
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S. Salem Office	TBD		
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ODDS Employment Specialists

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LANGUAGE – WHO HEARS WHAT?

Communication is understanding the emotion and intentions behind the speaker and the listener. Effective communication can lead to collaboration when the meanings are understood by all of the team members, especially the students. When there is understanding, connections are made and together that leads to problem solving and decision-making to create successful transition plans for students and families

When Educators use these terms...						
Audience Hears...	OUTCOMES	ASSESSMENT	COURSE OF STUDY	POST-SECONDARY GOALS	SELF-ADVOCACY	SELF DETERMINATION
Student	Where do I go???	Not Another Test!!!	Classes?	I am not sure what my options are.	If I talk, will they listen?	I am in charge of my future?
Parent	What is out there for my child?	Not another test – more test anxiety! Will it help or discourage?	What classes lead to graduation?	Are these goals realistic?	I want them to listen to me too	Where do I get the information to guide my child to ask for what he/she needs?
General Educator	College and career readiness	Academic Finals Smarter Balance	Education or Career Plan	College / University	Pick a university Ask for help	I will guide students to make choices
Special Educator	Post-secondary education or training and employment	Psycho-ed test Academic test Transition & Career surveys Life skills evaluation	Course of Study	Goals related to post-secondary education, training, work, independent living	Know your disability Ask for accommodations	Use you initiative to plan your future and share your plans
College Staff/Faculty	Persistence – complete your degree or certificate Transfer from community college	Placement test Eligibility for DSPS Finals Test for license	Education Plan	Major	Students need to know what classes they want and ask for DSPS services they need	Responsibility for career and education planning They must use initiative to ask for help
VR – Counselor	Employment	Vocational evaluations Work readiness Situational assessment	What classes or programs relate to employment goals	Employment Goals	Can they describe their disability and state their employment goal	Set realistic goals for themselves and advocate for their needs
DD – Case Manager	Integrated competitive employment Quality life	Eligibility for services Specialized assessments	Classes to earn diploma or certificate	Do you want to leave high school with a diploma or certificate?	Request services when developing a program plan	State goals for the future Make choices about services to meet needs
Employers	Responsible Productive Employee	On the job evaluation	What training does the employee need?	Minimum qualifications for jobs	Speak up Ask for what you need Disclose your disability	Plan ahead Complete education and training in advance

Source: Shasta 21st Century Career Connections and California Transition Alliance

Family and Community Together (FACT)

FACT is a family leadership organization based in Oregon for individuals and their families experiencing disability, working collaboratively to facilitate positive change in policies, systems, and attitudes, through family support, advocacy, and partnerships.

FACT strives to:

- * Strengthen the voice of Oregon families raising children experiencing disability
- * Connect families to families
- * Provide and promote peer-delivered family support
- * Create opportunities for meaningful collaboration

FACT Oregon was awarded the PTI to serve as ODE's parent training and information center. FACT Oregon's mission is to empower families experiencing disability in their pursuit of a whole life by expanding awareness, growing community, and equipping families. We serve more than 12,000 families across the state through in-person trainings (online and in person), sharing information and resources, and providing support through our statewide telephone helpline. We believe that families experiencing disability should have high expectations and a vision for the future where all communities are accessible, welcoming, and understand that disability is natural.



Website: <http://factoregon.org> Phone: (503) 786-6082

TIPS

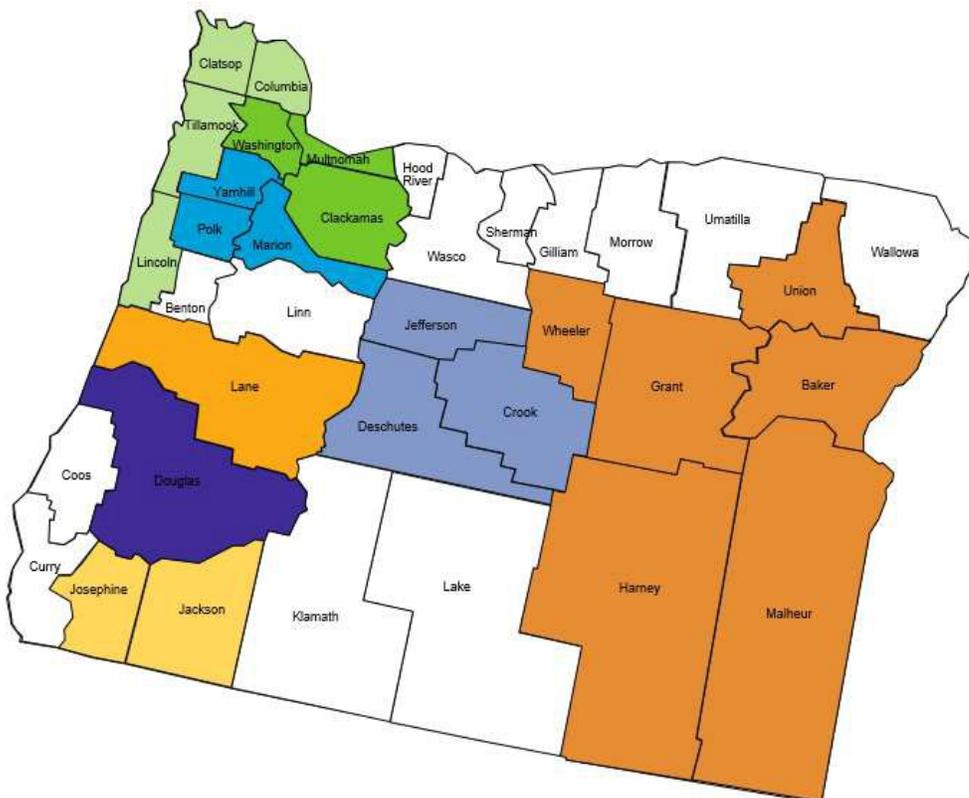
Family Advocacy Network Recommends

- ☑ Be Prepared: Gain insights into how to be the best advocate you can by participating in an advocacy training.
- ☑ Get Involved: Serve on budget committees and work groups; attend forums and information sessions.
- ☑ Connect: Identify other families and pull your energy together to form a stronger alliance.
- ☑ Be Heard: Tell your story; share at board meetings, meet with stakeholders and decision-makers.



We are committed to supporting families, connecting families with their communities, and helping Oregon’s communities welcome and support all families. To reach us, see below:

- Bridging Communities <https://www.facebook.com/bcoregon> (541) 690-8542
- Central Oregon Disability Support Network (CODSN) www.CODSN.org (541) 548-8559
- Creating Opportunities Family Network www.CreatingOps.org (503) 559-3674
- Family and Community Together (FACT) Family Network and FACT Columbia & Coastal Communities www.FactOregon.org (503) 786-6082
- Families Connected, The Arc Lane County www.ArcFamiliesConnected.com (541) 343-5256 x113
- Families Engaging and Thriving Together (FEATT) www.FEATT.org (541) 670-2750
- Reaching Our Communities Combining Our Strength (ROCCOS) Family Network www.RoccosFamilyNetwork.org



Resource for Families, Providers, and Multi-Agency Employment Teams

Cross-Agency Employment Services (and other frequently used) Terms

A Glossary Tool for Families, Providers, and Multi-Agency Employment Teams

OREGON DHS & ODE
2015
Authored by: DHS-ODE

	<p>Education: <i>Words, phrases or definitions that educational teams in educational environments might use.</i></p> <p><i>Defines a context in which educators may understand the term.</i></p>	<p>Vocational Rehabilitation: <i>Words, phrases or definitions that Vocational Rehabilitation (VR) agencies might use.</i></p> <p><i>Defines a context in which VR counselors and providers may understand the term.</i></p>	<p>Developmental Disabilities (DD) Services including Community Developmental Disabilities Programs (CDDPs) and Brokerages: <i>Words, phrases or definitions that DD agencies might use.</i></p> <p><i>Defines a context in which DD agencies and providers may understand the term.</i></p>
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	Education	Vocational Rehabilitation	Developmental Disabilities
Assessment and Evaluation	<p>Assessments in the educational environment can be:</p> <ul style="list-style-type: none"> Formal, informal, summative or formative; Curriculum based or standardized; Used to assess progress, determine eligibility, or establish need; Done by a number of different professionals including teachers, psychologists, behavioral specialists, speech and language specialists etc. 	<p>Comprehensive assessments and evaluation are conducted by Vocational Rehabilitation that explore a person's unique strengths, resources, priorities, concerns, interests, capabilities, and the potential need for supported employment.</p> <p>Examples include:</p> <ul style="list-style-type: none"> Targeted Vocational Assessment (TVA)*, Community Based Work Activity (CBWA)*. <p>*Described further in 'Career Assessments'</p>	<p>Functional Needs Assessment (FNA) is the comprehensive assessment or re-assessment that documents physical, mental, and social functioning; identifies risk factors and support needs; and determines a person's level of service.</p> <p>Examples include:</p> <ul style="list-style-type: none"> Adult Needs Assessment (ANA), Child Needs Assessment (CNA), Support Needs Assessment Profile (SNAP), or Supports Intensity Scale (SIS).

Available online at:

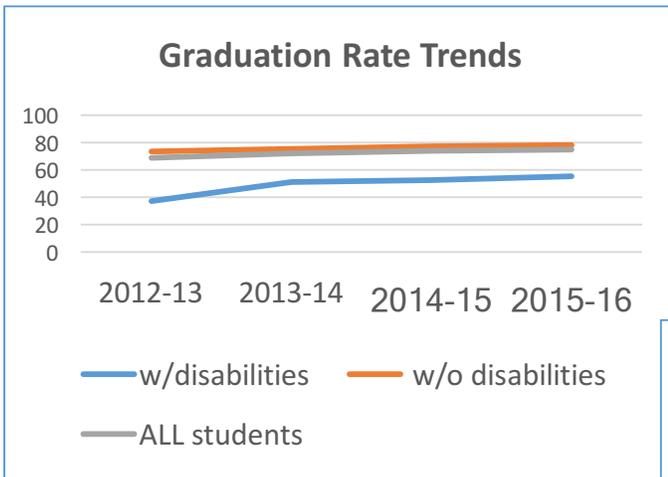
<http://www.oregon.gov/DHS/SENIORS-DISABILITIES/DD/Documents/Glossary%20Tool.pdf>

Cross-Agency Employment Services (and other frequently used) Terms |

Data Based Decision Making

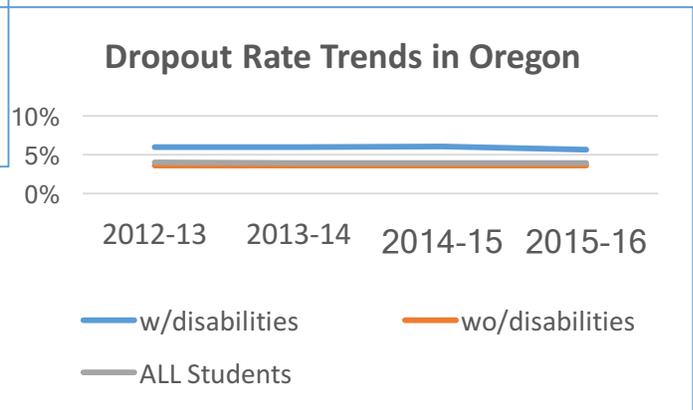
Oregon uses four transition indicators to measure progress toward meeting the state's targets. These are graduation rate, dropout rate, initial compliance on the transition standards of the IEP, and the post-school engagement of students a year after they exit special education services.

Four year charts show Oregon's statewide trends for each of the transition related indicators.

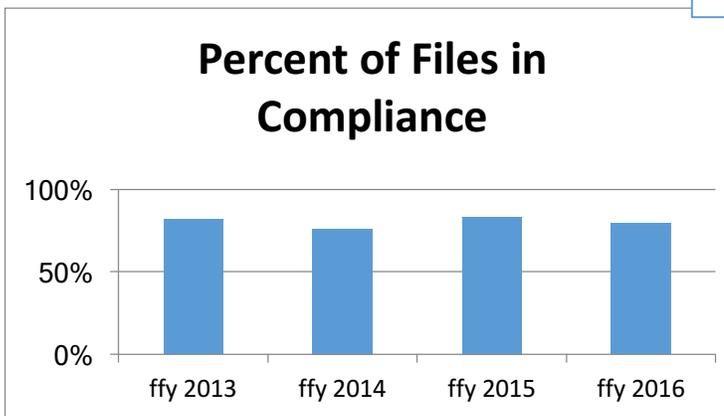


Statewide, the percentage of students leaving with a standard or modified diploma in 4 years has increased. The 2012-13 results are before the modified diploma was included in the 4-year cohort graduation rate.

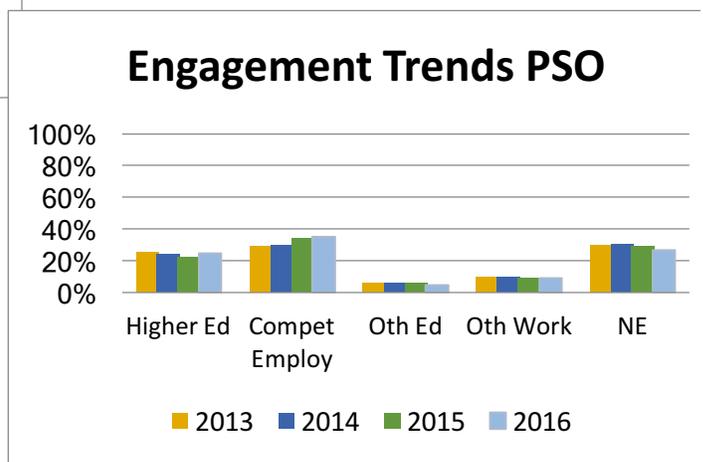
The percentage of special education students reported as dropping out has shown a small recent decline.



The number of transition aged student files reviewed as part of the Procedural Compliance Monitoring has fluxuated, but remains well below the required 100% of student files meeting initial compliance on all eight of the transition IEP standards.



Over the past four years, the percentage of special education students reporting no engagement in post-school education or work has declined statewide. Oregon now attempts to interview all former students rather than the sample used before 2015.



Using Outcome Data to Inform District Improvement

Ultimately, districts that demonstrate a high proportion of their students attending post-secondary school and/or working in competitive settings are likely to offer strong transition programs and quality services,

Post school outcomes should improve when predictors of post-school success and evidence-based practices are used as part of quality transition planning and services. The inclusion of the predictors in assessing district needs and priorities should lead to **higher graduation** rates and **lower dropout** rates as the planning is focused on the needs of the students.



Oregon has partnered with the National Technical Assistance Center on Transition to explore the use of the *State Toolkit for Examining Post-School Success* (STEPSS). STEPSS helps state and local education agencies use secondary transition data in a continuous improvement process. STEPSS is a web-based, multi-phase process enabling stakeholders to:

- ❖ **Examine** 4 years of graduation, dropout, secondary transition components of the IEP, and post-school outcomes data;
- ❖ **Assess** progress toward meeting targets in each outcome area listed above;
- ❖ **Select** predictors of post-school success to focus efforts, and
- ❖ **Develop** and implement an action plan designed to improve in-school, secondary transition programs for students with disabilities.

If you are interested in exploring this new tool, contact Sally Simich, Sally.Simich@state.or.us.

PREDICTORS OF POST-SCHOOL SUCCESS

NTACT has identified 17 evidence-based predictors of post-school employment, education, and independent living success from correlational research. The checklist below is intended to provide a framework for implementing practices in school transition programs that are likely to lead to more positive post-school outcomes for students with disabilities.

<i>Predictor</i>	<i>Description</i>
Family Expectation	Include family planning and articulate expectation that their child will participate in post-secondary education and will be employed in the community after high school.
Inclusion in General Education	Access to general education classes and curriculum. Classes with non-disabled peers.
Independent Living Skills	Self-care and life skills required to live independently.
Social Skills	Behaviors, attitudes that focus on communication and collaboration.
Family Involvement	Parents/family/supportive adults are active, engaged participants in planning.
Student Support	Network of family, educators, and agencies that provide services to facilitate transition.
Career Awareness	Learn about opportunities, education and skills needed for a variety of careers.
Self-Advocacy/ Self-Determination	Ability to make choices, solve problems, set goals, evaluate options, and state goals.
Program of Study	Courses, experiences, and curriculum designed to develop student academic, functional skills.
Interagency Collaboration	Cross agency and program collaborative efforts to link youth/families to resources.
Transition Program	Contracts with agencies that moves students from school settings to adult life.
High School Diploma	Meet district graduation requirements for diplomas.
Community Experience	Activities that occur outside the school setting and supported by in-class instruction.
Occupational Courses	Career-Technical classes.
Vocational Education	Courses that focus on career development and preparation for specific careers.
Work Study	Paid or unpaid work experience and work skills instruction; integrated academic/work skills.
Paid Employment Work Experience	Participation in workplace. Can include job shadowing, internships or paid work experience.

Evidence Based Practices that Support the Predictors of Post-School Success

The following table illustrates **evidence-based practices (EBP)** that support implementation of in-school predictors of post-school success. The Predictor, lists the name of the predictor identified through ongoing reviews of rigorous correlational research. The Related EBPs, lists examples of evidence-based practices that could be used to support implementation of the predictor.

PREDICTOR	RELATED TO EVIDENCED BASED PRACTICES www.transitionta.org
Family Expectation	<ul style="list-style-type: none"> ◇ Using Training Modules
Inclusion in General Education	<ul style="list-style-type: none"> ◇ Practices to teach academic skills using: <ul style="list-style-type: none"> ■ Mnemonic Strategies ■ Peer-Assisted Instruction ■ Self-Management ■ Visual Displays ■ Technology-Based Interventions ■ the Self-Determined Learning Model of Instruction
Independent Living Skills	<ul style="list-style-type: none"> ◇ Practices to teach functional life skills (general) using: <ul style="list-style-type: none"> ■ Backward Chaining ■ Constant Time Delay ■ Forward Chaining ■ Progressive Time Delay ■ Self-Monitoring Instruction ■ Simultaneous Prompting ■ Least-to-Most or Most-to-Least Prompting Systems ■ Usig Total Task Chaining
Social Skills	<ul style="list-style-type: none"> ◇ Practices to teach social skills using: <ul style="list-style-type: none"> ■ Response Prompting ■ Self-Management ◇ Simulations Practices to teach communication skills: <ul style="list-style-type: none"> ■ Least-to-Most Prompting ■ Community-Based Instruction
Family Involvement	<ul style="list-style-type: none"> ◇ Using Training Modules
Student Support	<ul style="list-style-type: none"> ◇ Using Check & Connect ◇ Using Peer Assisted Instruction to teach academic skills
Career Awareness	<ul style="list-style-type: none"> ◇ Using Extended Career Planning Services after Graduation ◇ Using the Self-Determined Learning Model of Instruction
Self-Advocacy/Self-Determination	<ul style="list-style-type: none"> ◇ Using the Self-Determined Learning Model of Instruction ◇ Using Whose Future Is It?

PREDICTOR	RELATED TO EVIDENCED BASED PRACTICES
Program of Study	<ul style="list-style-type: none"> ◇ Currently NSTTAC does not list a specific evidence-based practice
Interagency Collaboration	<ul style="list-style-type: none"> ◇ Currently NSTTAC does not list a specific evidence-based practice
Transition Program	<ul style="list-style-type: none"> ◇ Currently NSTTAC does not list a specific evidence-based practice
High School Diploma Status	<ul style="list-style-type: none"> ◇ Practices to teach academic skills using: <ul style="list-style-type: none"> ■ Mnemonic Strategies ■ Peer-Assisted Instruction ■ Self-Management ■ Visual Displays ■ Technology-Based Interventions
Community Experiences	<ul style="list-style-type: none"> ◇ Using Community-Based Instruction
Occupational Courses	<ul style="list-style-type: none"> ◇ Practices to teach academic skills using: <ul style="list-style-type: none"> ■ Mnemonic Strategies ■ Peer-Assisted Instruction ■ Self-Management ■ Visual Displays ■ Technology-Based Interventions
Vocational Education	<ul style="list-style-type: none"> ◇ Practices to teach academic skills using: <ul style="list-style-type: none"> ■ Mnemonic Strategies ■ Peer Assisted Instruction ■ Self-Management ■ Visual Displays ■ Technology Based Interventions ◇ Practices to teach social skills using: <ul style="list-style-type: none"> ■ Response Prompting ■ Self-Management ■ Simulations
Work Study	<ul style="list-style-type: none"> ◇ Currently NSTTAC does not list a specific evidence-based practice
Paid Employment/Work Experience	<ul style="list-style-type: none"> ◇ Using Community-Based Instruction to teach employment skills and safety skills (transportation) ◇ Using Response Prompting to teach employment skills ◇ Using Mnemonic Strategies to teach job application completion ◇ Practices to teach specific job skills using: <ul style="list-style-type: none"> ■ Computer-Assisted Instruction ■ Constant Time Delay ■ Self-Management

Other Resources Available Online

Acronyms

504	Requires a school district to provide a “free appropriate public education” (FAPE) to each qualified person with a disability who is in the school district’s jurisdiction, regardless of the nature or severity of the person’s disability.
AA	Authentic Assessment for children who are deaf-blind
ACT	American College Testing or Oregon Advisory Committee on Transition
ADA	American with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ANA	Adult Needs Assessment
AT	Assistive Technology
BASIS	Basic Adult Skills Inventory System
CA	Career Awareness
CAI	Computer-Assisted Instruction
CBI	Computer-Based Instruction
CBWA	Community Based Work Activity
CDDP	Community Developmental Disability Program
CDP	Career Development Plan
CE	Community Experiences
CE	Customized Employment
CEI	Computer-Enriched Instruction
CFR	Code of Federal Regulations
CIS	Oregon Career Information System
CMI	Computer-Managed Instruction
CNA	Child Needs Assessment

TERMINOLOGY

It is important to be aware of legislation and reform initiatives that are being developed that impact transition for all youth, including students with disabilities. Here is a list of “buzz words” with their definitions.

Authentic Assessment involves obtaining information about children in their everyday environments during normal activities. It provides a way to learn what children know and can do, as well as the types of situations and settings that encourage them to learn. It emphasizes identifying a child’s strengths, which serve as building blocks for further development and skill acquisition. Source <http://documents.nationaldb.org/products/AuthAssessment.pdf>

An **accommodation** is defined as a support or service that is provided to help a student fully access the general education curriculum or subject matter. For example, students with impaired spelling or handwriting skills, may be accommodated by a note taker or given permission to take class notes on a laptop. An accommodation does not change the content of what is being taught.

Assistive technology (AT) is defined as any device that helps a student with a disability function in a given environment. An AT device does not have to be limited to “high-tech” or costly options. Assistive technology can also include simple devices such as laminated pictures for communication, removable highlighter tapes, Velcro and other “low-tech” devices.

Career Awareness is learning about opportunities, education and skills needed in various occupational pathways to choose a career that matches one’s strengths and interests. Source: Extracted from Predictor Implementation Self-Assessment (NPSO & NSTTAC, 2013)

Career Readiness means a high school graduate has the English and math knowledge and skills needed to qualify for and succeed in the post-secondary job training and/or education necessary for their chosen career (i.e. community college, university, technical/vocational program, apprenticeship, or significant on-the-job training). Source <http://www.achieve.org/college-and-career-readiness>

College Readiness is most commonly defined as being ready for college level coursework without remediation. It means more than pursuing any post-secondary experience, including two and four year institutions leading to a credential, certificate, degree or license. Research tells us that there are numerous factors that indicate that we are actually college ready, including independence, self-determination, social and emotional skills and attitudes (e.g., maturity, resiliency, self-



QR codes for full documents are located in Appendix A

Appendix A

Section 1: Introduction

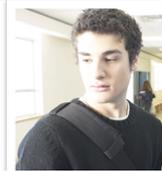
Example: Case Study for Susie

Student: Susie
 Disability: **Deafblind Multi Disabled**
 Student Direction: Assisted work in the community;
 Volunteer opportunities, participation in community events
 Agency Assistance: Community support, DD Services



Example: Case Study for Jason

Student: Jason
 Disability: **Traumatic Brain Injury**
 Student Direction: Community College
 Agency Assistance: College Disability Services



Example: Case Study for Allison

Student: Allison
 Disability: **Specific Learning Disability**
 Student Direction: University
 Agency Assistance: University Disability Services



Example: Case Study for Drew

Student: Drew Carter
 Disability: **Deafblind**
 Student Direction: University and Employment
 Agency Assistance: University Disability Services, Commission for the Blind, Vocational



Case Study for Rolanda

Student: Rolanda
 Disability: **Profound Cognitive Disability**
 Student Direction: Technologically Supported Self-Employment or Volunteer Work
 Agency Assistance: Vocational Rehabilitation/Social Security Administration



Case Study for Alex

Student: Alex
 Disability: **Autism**
 Student Direction: Technical School
 Agency Assistance: Vocational Rehabilitation



Section 2: Student Participation

Case Study Examples of Participation in the Transition IEP Meetings page 6

Jason



IEP participation— Jason is capable of conducting his IEP meeting to revise the annual draft. He will have the opportunity to share his interests, preferences, and needs already identified on his IEP draft and participate in dialogue with other members of the IEP team to develop the IEP. He will need assistance in the following areas:

- Planning (discuss the parts of the IEP that must be addressed with his



<p>STUDENT LED IEP SCRIPT (individualize this script as needed)</p> <p>"Hello, I am _____."</p> <p>"I would like to welcome you to my IEP meeting. Today we will review my progress and make some plans for the next year."</p>									
<p style="text-align: center;">Student Inclusion in Their IEPs</p>									
<p style="text-align: center;">IEP Template</p> <p>This template is to help you make a presentation at your IEP meeting to let the team know more about you and what your goals are for school and for the future.</p>									
<p>Transition Needs Chart</p> <p>Student's Name: _____ Date of Birth: _____ School: _____</p> <p>Graduation Date: _____ Exiting School Services Date: _____</p> <table border="1" data-bbox="282 919 998 999"> <thead> <tr> <th>Transition Planning Areas:</th> <th>School/Recorder: Date: _____ Age: _____</th> <th>School/Recorder: Date: _____ Age: _____</th> <th>School/Recorder: Date: _____ Age: _____</th> </tr> </thead> <tbody> <tr> <td>Personal Management Skill Needs: Self care, clothing, cooking, shopping, banking, nutrition</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Transition Planning Areas:	School/Recorder: Date: _____ Age: _____	School/Recorder: Date: _____ Age: _____	School/Recorder: Date: _____ Age: _____	Personal Management Skill Needs: Self care, clothing, cooking, shopping, banking, nutrition				
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Personal Management Skill Needs: Self care, clothing, cooking, shopping, banking, nutrition									
<h2>Section 3: Assessment</h2>									
<p style="text-align: center;">TRANSITION ASSESSMENT - STUDENT INTERVIEW</p> <p>Name: _____ Grade: _____ Date interviewed: _____ Interviewed by: _____</p> <p>In order to help you plan your educational program and future, please help us by answering:</p> <p>1. When do you think you will finish high school? _____</p>									
<p>ONLINE: Age Appropriate Transition Assessment--Case Study Examples</p> <table border="1" data-bbox="345 1404 924 1577"> <thead> <tr> <th>Jason</th> <th>Post-Secondary Goal: Community College-Employment</th> </tr> </thead> <tbody> <tr> <td></td> <td> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Record of student grades throughout high school (9th through first half of 11th grade), indicating a 2.2 average and a statement of how his GPA meets the minimal requirements for entry into community college. <input checked="" type="checkbox"/> Scores from curriculum-based measurements indicate Jason's level of performance is within the acceptable range of admission into Community College. <input checked="" type="checkbox"/> Summary of student Psychological test scores indicate: (1) Low scores on the Behavior Rating Inventory of Executive Function (BRIEF) subscales in the areas of initiative, planning and organization of materials; (2) Moderate to low self- </td> </tr> </tbody> </table>	Jason	Post-Secondary Goal: Community College-Employment		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Record of student grades throughout high school (9th through first half of 11th grade), indicating a 2.2 average and a statement of how his GPA meets the minimal requirements for entry into community college. <input checked="" type="checkbox"/> Scores from curriculum-based measurements indicate Jason's level of performance is within the acceptable range of admission into Community College. <input checked="" type="checkbox"/> Summary of student Psychological test scores indicate: (1) Low scores on the Behavior Rating Inventory of Executive Function (BRIEF) subscales in the areas of initiative, planning and organization of materials; (2) Moderate to low self- 					
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<table border="1" data-bbox="289 1623 1044 1824"> <thead> <tr> <th>Allison</th> <th>Post-Secondary Goal: University</th> </tr> </thead> <tbody> <tr> <td></td> <td> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Record of student grades throughout high school (9th through first half of 11th grade), indicating a B average and a statement of how her GPA meets the minimal requirements for entry into college. <input checked="" type="checkbox"/> A summary of student Psychological test scores obtained during her 3-year reevaluation in the spring of 10th grade indicating specific learning disabilities in reading comprehension and written expression. <input checked="" type="checkbox"/> End of grade test scores from the end of 10th grade demonstrating her participation in the </td> </tr> </tbody> </table>	Allison	Post-Secondary Goal: University		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Record of student grades throughout high school (9th through first half of 11th grade), indicating a B average and a statement of how her GPA meets the minimal requirements for entry into college. <input checked="" type="checkbox"/> A summary of student Psychological test scores obtained during her 3-year reevaluation in the spring of 10th grade indicating specific learning disabilities in reading comprehension and written expression. <input checked="" type="checkbox"/> End of grade test scores from the end of 10th grade demonstrating her participation in the 					
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AGE-APPROPRIATE TRANSITION ASSESSMENT TOOLKIT*

Transition Assessment Methods	Definition	Examples	Website	Approx. Cost
Informal Informal Transition Assessment Methods	Interviews and questionnaires allow you to gather information to be used to determine a youth's needs, preferences, and interests relative to anticipated post-school outcomes. In other words, collected information helps you to better understand what is currently known about a youth, their perceptions of	Dream Sheet Transition Planning Inventory	http://transiointsa.org/sites/default/files/DreamSheet.pdf http://www.proedirect.com/customer/productview.aspx?ID=4563	Pdf online \$269



- Results of age-appropriate transition assessments
- Student's preferences, needs, & interests

Present Levels of Academic Achievement and Functional Performance

Know the student!

For students who turn 16 when the most recent IEP is in effect or who are older than 16, the IEP contains Present Levels of Academic Achievement and Functional Performance including the **student's preferences, needs, interests, and the results of age-appropriate transition assessments.** §300.320



Dear Teachers, Support Provider, Job Coach:

My name is _____ and this is a letter to share a little bit about myself.

Strengths, Gifts, and Capacities:

-
-
-



Dear Teachers, Support Provider, Job Coach:

My name is Johnny and this is a letter to share a little bit about myself.

Strengths, Gifts, and Capacities:

- I have a good sense of humor
- I like to be clever and creative, and have a great sense of humor
- I enjoy creative writing and I am interested in most academic subjects, although not always what is being worked on in class



Summary of Performance

Student Name: _____ Birth Date: _____ Student ID #: _____
 Attending School: _____ Case Manager: _____



EXAMPLE OF SOP FOR ALLISON

Allison is a College Bound Student



Summary of Performance

Student Name Allison Everett Birth Date 1/30/1995 Student ID# 994662



Section 6: Building Relationships with Participating Agencies

Template: Transition-Age Youth in _____ County: **AGENCY OVERVIEW**

<p>SCHOOL DISTRICT TRANSITION SERVICES</p> <p>ELIGIBILITY REQUIREMENTS</p> <ul style="list-style-type: none"> • Student is on an Individual Education Plan (IEP). • Student has received less than a 	<p>VOCATIONAL REHABILITATION</p> <p>ELIGIBILITY REQUIREMENTS</p> <ul style="list-style-type: none"> • Documentable physical or mental disability that impacts one's ability to work. • Legal to work in the United States. 	<p>DEVELOPMENTAL DISABILITIES (DD) SERVICES/BROKERAGES</p> <p>ELIGIBILITY REQUIREMENTS</p> <ul style="list-style-type: none"> • Ability to establish intellectual disability before age 18 and developmental disability before age 22.
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Determination of Mock Sheltered Works

This form is designed to be used as a self-assessment tool to gather information about transition activities, and determining whether the activities meet the criteria for a Mock Sheltered Workshop (MSW) activity.

Pre-vocational Training Activity



<p align="center">MSW School-Based Business/Work Activity Self-Assessment Form</p> <p>This form is designed to be used as a self-assessment tool for districts and schools to gather information related to the operation of a school-based business or other work activity, and to assist in determining whether the business or activity meets the criteria for a Mock Sheltered Workshop (MSW) activity.</p>							
<p>ODE Guidance: Avoiding Mock Sheltered Workshop (MSW) activities in schools - What they are and how this requirement impacts planning for appropriate vocational instructional activities.</p> <p>Overview</p>							
<div style="display: flex; justify-content: space-between; align-items: center;">  <div> <p>Oregon Department of Education Kate Brown, Governor</p> </div> <div style="text-align: right; font-size: small;"> <p>Office of the Deputy Superintendent 255 Capitol St NE, Salem, OR 97310 Voice: 503-947-5600 Fax: 503-378-5156</p> </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>RE: Transmittal # APD—PT—15-011 Issued 3/27/2015</p> </div> <p style="font-size: small; margin-top: 10px;">Listed below is a link for a policy transmittal from for the Office of Developmental Disability Services (ODDS) regarding transition aged youth with Intellectual and Developmental Disabilities who are receiving educational services and have access to Medicaid funded</p>							
<div style="border: 2px solid purple; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> <div style="font-size: small;"> <p>DHS Oregon Department of Human Services</p> <p>Developmental Disabilities Services</p> </div> <div style="text-align: center;"> <p>Policy Transmittal</p> </div> </div> <p style="font-size: small; margin-top: 10px;"> Lilia Teninty _____ Number: APD-PT-15-011 Authorized Signature Issue date: 3/27/2015 Topic: Developmental Disabilities </p>							
<h2 style="margin: 0;">Other Online Resources</h2>							
<div style="background-color: #e0e0e0; padding: 5px; margin-bottom: 10px; display: flex; align-items: center;"> <p style="margin: 0;">Acronyms</p> </div> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <tr> <td style="width: 10%; padding: 2px;">504</td> <td style="padding: 2px;">Requires a school district to provide a “free appropriate public education” (FAPE) to each qualified person with a disability who is in the school district’s jurisdiction, regardless of the nature or severity of the person’s disability.</td> </tr> <tr> <td style="padding: 2px;">AA</td> <td style="padding: 2px;">Authentic Assessment for children who are deaf-blind</td> </tr> <tr> <td style="padding: 2px;">ACT</td> <td style="padding: 2px;">American College Testing or Oregon Advisory Committee on Transition</td> </tr> </table>	504	Requires a school district to provide a “free appropriate public education” (FAPE) to each qualified person with a disability who is in the school district’s jurisdiction, regardless of the nature or severity of the person’s disability.	AA	Authentic Assessment for children who are deaf-blind	ACT	American College Testing or Oregon Advisory Committee on Transition	
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<div style="background-color: #6a3d9a; color: white; padding: 5px; margin-bottom: 10px; display: flex; align-items: center;"> <p style="margin: 0;">TERMINOLOGY</p> </div> <p style="font-size: small; margin-bottom: 10px;">It is important to be aware of legislation and reform initiatives that are being developed that impact transition for all youth, including students with disabilities. Here is a list of “buzz words” with their definitions.</p> <p style="font-size: small;"> Authentic Assessment involves obtaining information about children in their everyday environments during normal activities. It provides a way to learn what children know and can do, as well as the </p>							

Your Transition Partners

Eligibility Requirements

Services Offered

School District Transition Services



- Student is on an Individual Education Plan (IEP) or a 504 Plan
- Student has not graduated with a standard diploma (modified, transition certificate, etc.)
- Case management, life skills, employment skills and experiences and related services as determined by the IEP team during the school day and the school year

School Contact:

Name

Phone

Email

Youth Transition Program (YTP)



- If your school has YTP, students considered eligible for YTP services, are youth who have a disability and are in need of VR services to overcome a barrier to employment. Check with school to see if they have YTP.
- Youth Transition Program (currently not available everywhere in Oregon) provides additional employment-related transition support

Transition Specialist

Contact:

Name

Phone

Email

Vocational Rehabilitation



- Documentable physical or mental disability that impacts one's ability to work
 - Legal to work in the United States
 - Must have social security card and current photo ID
 - Finding and keeping a job that matches one's skills, interests, and abilities (e.g. assessment, counseling, independent living, assistive technology, training, job placement)
 - Support is offered in pursuit of ongoing community-based competitive-wage employment options (not volunteer or sheltered work)
- Note: When disability is Blindness or Deaf-Blindness the Commission for the Blind is the primary service provider

VR Contact:

Name

Phone

Email

Developmental Disabilities Services



- Serve individuals with intellectual (ID) or other types of developmental disabilities (DD) who also have a significant level of impairment.
- Onset of their condition must be age 18 for ID and age 22 for DD.
- Potential qualifying diagnoses include ID, Autism Spectrum Disorder, Traumatic/Acquired Brain Injury, Fetal Neurological Disorders, Epilepsy, Cerebral Palsy, Tourette's, genetic and other conditions resulting in an ID.
- Case management, crisis intervention, protective service investigation and support, vocational services, residential services, comprehensive in-home supports, supported living, foster care
- Cannot duplicate school services
- May subcontract with community partners

DD\Brokerage

Contact:

Name

Phone

Email

Additional Contacts:

Name

Phone

Email

Name

Phone

Email