Moving Forward with Education:
Transition Planning, the IEP, and the Role of the Child Study Team

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Agenda

Information

• Transition planning
• Transition team- roles and responsibilities
• Components of a transition IEP

Empowerment & Support

• Preparing for advocacy
• Some tips/advice
• Some resources
Prepare for the Road Ahead

We are preparing for exiting school and entering the adult world.

- Preparing for the shift from a school-based system to adult service system
- Encouraging future planning, promoting self-determination, autonomy, and developing a path to get there
The Parent Seat

Emotional Energy

Complex mix of emotions

High Stakes Situation

Nothing is more important than your child

Overwhelmed & Outnumbered

Part of the team?
Transition Planning

A formal process of long-range cooperative planning that will assist your son or daughter to successfully move from school into the adult world.
The Vision is the Destination

Start with the vision

Where to Start?

And *then* determine the support.
Person-Centered Planning for Transition

- The transition planning process is \textit{driven by the STUDENT}.
- Includes those chosen by the person that know and care about them.
- Offers choice in supports and who provides them.
- Based on conversations and observations.
- Identifies possibilities.
Transition Team Review:

- Student (14+)
- Any Family Members
- Case Manager
- Teachers (sped/ gen. ed)
- Representative from adult services (ex: DVRS)
- Other (at the discretion of parent, student, or school district)
Responsibilities

- Identifies personal strengths and interest
- Shares their goals/interests for the future on a regular basis
- Prepares to lead their IEP or actively participate in meeting
- Contributes to ideas for transition activities
- Provides ongoing feedback

Student-led IEP Handout 1

Role: Student

Required? YES!!
Role: Parents/Family
Required? YES

Responsibilities

- Help create vision for desired life after high school
- Serve as the strongest advocate for the student:
  - Request SMART Goals
  - “Could a new person involved in this IEP continue the program as it is written?”
- Be Prepared
  - Document your concerns and have them ready at the meeting.
- Ask for Help
  - Parent training is a related service and can be requested in an IEP meeting.
Responsibilities

• Collects student information via age-appropriate transition assessments
• Coordinates and oversees meetings
• Facilitates collaboration
• Record discussions and final IEP decisions

If no transition coordinator,
• Shares postsecondary resources
• Identifies interagency linkages needed
• Identifies transition services-activities/strategies

Role: Case Manager

Required? YES
Responsibilities

**Special Education:**
- Collects student interest and progress information
- Prepares student to be ACTIVE IEP participant
- Contributes to collaborative planning on transition services
- Delivers instruction & monitors student progress toward goals

**General Education:**
- Contributes to observations of student's participation in gen. Ed. curriculum

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**Role:** Teachers

**Required?** YES
Responsibilities

DVRS, Pre-ETS counselor, Independent living counselor

- Participate in the planning process
- Identify services and supports available now & in future
- Provide linkages to others adult services & community supports as appropriate
- Share funding information for transition services offered by agency

Role:

Adult Service Providers

Required? YES
Know Your Rights

Input and Concerns

- All input and concerns should be considered by the team and documented in the IEP
- This is true even if other members of the team disagrees

Requests

- If you make a request for services, this should be documented
- If denied, a written explanation should be provided
- Data driving the decision should be collected and offered
Transition IEP's

Looks like this...  ...Should be used like this
Transition Planning Process

Conduct transition assessments

Identify strengths, interests, and preferences

Write Measurable Postsecondary Goals

Identify Transition Services

Courses of Study

Annual IEP Goals and Objectives

Coordinate Services

NJ Model IEP Form 2
Develop Postsecondary Goals

Transition Assessments

... translated into MPG's

STATEMENT OF TRANSITION PLANNING

Statement of the student’s strengths, interests and preferences:

APPROPRIATE MEASURABLE POSTSECONDARY GOALS

Postsecondary Education: (Including but not limited to college, vocational training and continuing and adult education)

Employment/Career:

Community Participation: (Including, but not limited to, recreation and leisure activities, and participation in community organizations)

Independent Living:
Transition Services

Who will be responsible?

What activities can support these goals?

When will it happen?

Activities/Strategies relating to:

- Instruction
- Post-Secondary training
- Community Experiences
- Related Services
- Employment
- Daily Living
## Movement Towards the Vision

<table>
<thead>
<tr>
<th>School Year</th>
<th>Courses of Study</th>
<th>Annual IEP Goals/ Objectives</th>
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<tbody>
<tr>
<td>2019-2020</td>
<td>English I, Algebra I, P.E., Physical Science, World History, Daily-Living</td>
<td><strong>Given</strong> direct instruction on self-advocacy, <strong>Alex will request for help or a break 4 out of 5 days per week for three consecutive weeks as measured by teacher rubrics by the end of the 4th school quarter.</strong></td>
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<tr>
<td>2020-2021</td>
<td>English II, Applied Math I, Career Readiness, Biology, P.E., US History I</td>
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<tr>
<td>2021-2022</td>
<td>English III, Health, Culinary I, SLE</td>
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<tr>
<td>2022-2023</td>
<td>English IV, SLE, Culinary II, P.E</td>
<td><strong>Alex will ask for help.</strong></td>
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Coordinated Services

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<tr>
<th>Statement of Consultation</th>
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<tbody>
<tr>
<td>Name of School Staff person who will be the liaison to postsecondary resources:</td>
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<tr>
<td>X __________________________</td>
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| Needed Interagency linkages & school district responsibilities: |
| Agency Name: | Person Responsible: |
| Agency: |
| Agency: |
| Agency: |
Spotting the Driver
Model the Way

• **Plan**
  – Keep your own records
  – Understand the law

• **Prepare**
  – Keep student informed
  – Clarify goals/issues at hand
  – Yours, Mine, Ours, Theirs

• **Practice**
  – Role play with student

• **Perform**
  – Reflect with student and allies
Identify Your Advocacy Style...
Have an Anchor

This is a powerful strategy to help you remain grounded in potentially challenging situations.

- Family member
- Friend
- Facts
Advocate BIG

• **Boundaries**
  – Assume people are doing the best they can
  – Express this assumption
  – Then advocate for better

• **Integrity**

• **Generosity**

What boundaries do I need to set and follow, to work and act from a place of integrity, so that I can extend the greatest generosity when it comes to interpreting others’ intentions and actions?

*Brene Brown*
Pump the Brakes

Student
– Wait time

Family
– Time is on your side, take it!
– Process the information in your own home

Attendance Signature
– Sign for attendance
– LisaCorlissAttendanceOnly
Get Connected

• There is power in numbers
  – Connect with Advocacy Groups in your region
  – SEPAG
  – SPAN
  – Social Media Groups

• Avoid information overload
  – There is so much to know about your rights that having a network of other advocates is the best way to keep current.
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<tr>
<td>Parent Rights in Special Education - NJDOE</td>
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<td>NJDOE Special Education Resources for Parents &amp; Districts</td>
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<tr>
<td>USDOE IDEA</td>
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<td>Disability Rights New Jersey</td>
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<tr>
<td>Education Law Center</td>
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<tr>
<td>SPAN Parent Advocacy Network</td>
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<tr>
<td>Wright’s Law</td>
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<tr>
<td>Your Special Education Rights</td>
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<tr>
<td>The Council of Parent Attorneys and Advocates</td>
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