

TRANSITION TECHNICAL MANUAL

INTRODUCTION

The primary purpose of this manual is to provide technical transition information and support to LEA and AEA staff. This information will provide guidelines and procedures to use in transition planning for all students with special needs. This document includes a variety of information related to the transition planning process, including best practice, suggested practice, and sample procedures. When a student needs extensive transition services and more staff involvement may be needed, your transition consultant should be contacted for additional collaborative support.

THE IEP ADDRESSES FEDERAL REGULATIONS

- ❑ Transition planning is fully integrated into IEP development. It is the foundation for the IEP and the basis for all planning.
- ❑ Parents, a special education teacher, at least one general education teacher of the student, support staff, an administrator, and the student (whenever appropriate) participate in programming decisions.
- ❑ In developing the IEP, consideration is given to the student's strengths, interests, and preferences, the student and family vision, and the course of study.
- ❑ For students age 14 and older, the vision statement must (a) be comprehensive, (b) be based on interests and preferences, (c) be specific, and (d) project beyond high school.
- ❑ Consideration of future living, working, and educational/learning environments occurs throughout all phases of the IEP process.
- ❑ All team recommendations for programming and services become a matter of record.
- ❑ The student's IEP includes a documentation of monitoring methods and the parties who will be responsible for implementing the plan.

PROCEDURES TO ADD AN EMPLOYMENT AND/OR ADULT LIVING GOAL

During the process of transition planning, students' future employment and adult living needs are considered. Many students receiving special education services will have their needs met through instruction in the general education curriculum. Some students, however, require specialized instruction in the areas of employment and/or adult living. These needs should be reflected in the student's IEP goals.

To add an employment and/or adult living goal, the procedures documented in the Program Manual for Special Education need to be implemented. These procedures include the need to evaluate the area of concern and develop a new IEP to add a new goal or goals if warranted. An employment and/or adult living goal will be a “new goal area” for many students and these procedures should be followed as with any other content area.

Evaluations to determine the student’s needs will be conducted by AEA staff with assistance from LEA staff.

1. LEA staff should first notify their case coordinator well in advance of an IEP meeting if an employment and/or adult living goal should be considered.
2. LEA staff will assist the AEA staff by providing insight and observations regarding student transition needs.
3. LEA staff are essential in the process of determining the best options for instruction within the school and community environments.

Regarding parent consent to add an employment and/or adult living goal:

1. Parent consent is required if employment and/or adult living are being considered as new goal areas.
2. Parent consent is not required if transition assessment activities are being conducted as part of ongoing instructional decision-making. (For example, a teacher conducts student and parent surveys to prepare for IEP meetings.)
3. Parent consent is not required when no new assessments are needed when conducting a reevaluation. (For example, the student already has an employment and/or adult living goal and in the process of doing a reevaluation the team determines that no additional data are needed.)
4. Parent consent is not required for an AEA case coordinator to conduct survey level assessments to determine the need for an evaluation in the area of transition.

ASSESSMENT DOCUMENTS FOR TRANSITION PLANNING

Transition planning is an on-going process that requires preparation prior to developing a student’s IEP. Information must be gathered and reviewed in order to develop an IEP that enhances the student’s ability to smoothly transition into a variety of adult environments. As a student participates in various learning activities, skills are developed, interests and preferences change, and self-awareness increases. Because of continual growth and maturation, current information should be used each time transition planning/IEP development occurs.

Simply stated transition planning means identifying a child’s special needs and providing instruction and support to meet those needs. Because transition planning is a complex process requiring collaboration from all team members, it is important to have accurate information about student interests, preferences, and abilities and that linkages to services and service providers be made as efficiently and timely as possible.

A variety of documents can be used to gather information for transition planning. Formal and informal procedures and documents, described on the following pages, can be used by all team members, including teachers, parents, AEA staff, and service providers, to enhance their knowledge of a student's needs and to assist in transition planning. In addition, the following sources of information may be beneficial:

- ❑ Career/vocational interest inventory(ies)
- ❑ Life-skills inventory
- ❑ Performance ratings from vocational classes or activities
- ❑ Performance ratings from life-skill classes or activities
- ❑ Performance ratings from work exploration sites
- ❑ Performance ratings from employers
- ❑ Student records
- ❑ Student transition portfolio
- ❑ COMPASS results
- ❑ ASVAB results
- ❑ ACT or SAT results
- ❑ Vocational Rehabilitation evaluation results
- ❑ DHS/Case Management documentation

FORMAL ASSESSMENT INSTRUMENTS

The Transition Assessment Decision-Making Guide, developed by Heartland staff in 2002, is used to identify a student's needs and current skill levels related to transitioning from school to post-school employment and adult living environments. The Decision-Making Guide outlines procedures to follow to gather valid assessment data. These procedures include:

1. Reviewing school records to examine attendance records, current goal areas, courses taken thus far, credits earned thus far, upcoming course work, comments from teachers, district level assessment results, and pertinent health information.
2. Interviewing teacher(s), parent(s), and the student to validate assessment information.
3. Completing checklists, when needed, in the areas of employment and adult living to determine if the student has or will have the skills necessary to achieve his or her long-term vision. These procedures help identify what instructional strategies and possible linkages to adult services are needed.

Life Centered Career Education (LCCE) is a comprehensive functional curriculum based in classroom, home, and community environments. It is suitable for a wide audience, from upper elementary through high school, including general education students, students with learning disabilities, students with mental disabilities, and students at risk. Materials are available on loan from Heartland AEA 11 or can be purchased through the Council for Exceptional Children (1-888-232-7733).

The LCCE Competency Rating Scale and the Knowledge Battery and/or Performance Battery Inventories focus on 22 major functional skills or competencies in three primary categories – *Daily Living Skills*, *Personal-Social Skills*, and *Occupational Guidance and Preparation*. Each

competency unit (subcompetency) contains three sections: *objectives*, *activities/strategies*, and *adult/peer roles*. No specific grade or developmental level is suggested for the teaching of each subcompetency. A Competency Rating Scale (CRS) can be used to determine what competencies and subcompetencies have been acquired so that appropriate educational programming can be designed for each student.

The Life Centered Career Education (LCCE) curriculum integrates classroom instruction and assessment with community-based experiences and is based on the position that career education is more than just a part of the educational program. It is a major focus of the program and promotes the active involvement of family members, employers, and human service agencies in preparing students with the skills needed for adult functioning. In the process of learning the competencies identified in the three primary categories, students also develop functional academic skills (e.g., reading, writing, math) as well. The LCCE curriculum provides a comprehensive framework for delivering all or most of the functional, practical, everyday skills instruction that students will need to function as productive workers and citizens of their communities.

The Enderle-Severson Transition Rating Scales provide an efficient and thorough means of identifying the learner's present level of performance in each of five transition areas: *Jobs and Job Training*; *Recreation and Leisure*; *Home Living*; *Community Participation*; and *Post Secondary Training & Learning Opportunities*.

The Enderle-Severson Transition Rating Scale (ESTR) was created to assist in the transition of youth with disabilities from secondary to post-secondary settings by providing meaningful and relevant assessments specific to transition. During the secondary years, transition assessment overshadows academic assessment without totally replacing it. Assessments must be comprehensive in order to identify the learner's present level of performance with respect to his or her long range goals and expectations for employment and adult living.

In the revised Enderle-Severson Rating Scale (ESTR-R), items within each subscale are rearranged according to their level of difficulty, and an additional subscale titled *Social/Vocational Behavior* was added. A shortened version (ESTR-J) has a reduced number of items and changes in item wording to better reflect skills and environments of students with mild disabilities.

All the ESTR scales can be used with individuals of any age. Analysis of individual subscale items will identify learners' strengths as well as their specific program needs. These needs can then be easily transformed into IEP goals and objectives. The Framework for Transition Planning on the back page of the ESTR-R scale presents various options in each of the transition areas and illustrates the relative restrictiveness of each option. The Transition Assessment Summary form on the back page of ESTR-J enables the user to document student scores in each of the five areas and to document areas of strength and possible areas of concern. The ESTR scales can be used when interviewing parents and teachers regarding a student's level of functioning and subsequent transition needs.

Enderle-Severson materials were developed by Jon Enderle and Susan Severson and are available from Practical Press (218-233-2842).

Ansell-Casey Life Skills Assessment is an evaluation of youth life skills. This assessment instrument is part of the Casey Family Programs that focuses on daily living skills, housing and community resources, money management, self-care, social development, and work and study skills. Each domain contains a template for learning, suggested activities, and links to other resources. The ACLSA is accompanied by a Life Skills Guidebook that is used for goal setting and action planning as well as for instruction, learning, and application of skills. The guidebook provides a complete list of competencies and corresponding performance indicators that can be used to explore youth readiness for independent living.

The Ansell-Casey Life Skills Assessment is free to use and can be accessed through www.caseylifeskills.org. It is completed online and automatically scored. Permission is not needed to use this assessment instrument.

INFORMAL ASSESSMENT DOCUMENTS

The Junior High Questionnaire, page 7, is an informal instrument that can be used to gain information about a student's interests, preferences, and abilities. The process of completing the questionnaire often initiates the process of transition planning for the student. On the junior high level, students in general are usually not goal oriented, especially related to post-school employment and adult living. Dialogue generated from discussing these questions with a student with special needs often plants a seed for self-determination and self-awareness growth. A student can complete this questionnaire independently or have it read to him or her. Information related to skills, needs, interests and preferences should then be documented in the IEP.

The questions identified on the **Student Questions for Transition Planning** instrument, page 9, relate to both employment and adult living. The questions are intended to be used as a guide when interviewing the student. It is not best practice for the student to answer questions independently. Through a face-to-face interview, questions can be individualized, deleted, clarified or expanded upon.

Because effective transition planning requires preparation, it is best practice to meet with the student to help him or her identify needs, preferences, and interests. Transition planning is an ongoing process. Information gathered today may not be accurate a year from today. Therefore, at least some, if not all, of the questions in the document should be considered annually. Information gathered from the student assists in identifying services and supports that are needed now and services and supports that we anticipate might be needed in the future.

To document transition services in the IEP, information needs to be gathered from parents prior to the IEP meeting. Questions on the **Parent Questionnaire for Transition Planning**, page 13, relate to employment, adult living, and linkages to services and service providers. This is a

generic questionnaire given to parents of students with a wide range of educational needs. All questions will not be applicable for all parents. Therefore, parents are asked to answer each question thoughtfully as it pertains to their son or daughter. Best practice would be to send this questionnaire with a cover letter (see example on page 12) and a stamped, self-addressed envelope to the parents in the same envelope the IEP meeting notification is sent.

The process of planning for the future, especially for a student with multiple special needs, must be carefully considered. All phases in a young person's life are important, but transitioning from school services to the adult world seems to be one of the biggest challenges for both the student and the family. To help identify a child's need, determine eligibility for services, and ensure that services will be available when needed, linkages to service providers should be made at an age earlier than eighteen.

Life Competencies to Enhance Transition Planning, page 15, was created in order to improve communication and linkages with service providers during the process of transitioning from school services to adult services. The form includes information residential and vocational service providers need to have. It is important that service providers know exactly what skills their clients have and what skills their clients don't have. After working with students for twelve or more years, educators have a vast amount of knowledge regarding each student's performance levels. The knowledge educators have needs to be passed on to post-school service providers. It is a mistake to expect providers of services to be able to deliver the quality and level of support an individual needs if they have limited information about a student's level of skills, interests, and preferences. This document can be updated yearly to share with team members at IEP meetings and it should be used to document competencies, skills, and needs when a student leaves school services and transitions into the adult service system.

When a student graduates from school services, a completed Life Competencies to Enhance Transition Planning document should be given to the student's service providers, especially to case managers. It is necessary that a current release of information be on file in the student's folder.

JUNIOR HIGH QUESTIONNAIRE

Date _____ Student _____ Grade _____

Birthdate _____ School _____

Related to Employment

1. What hobbies or interests do you have? _____
2. Do you have a part-time job right now? _____ If so, where do you work and what do you do?

3. What other jobs have you had, either for pay or as a volunteer? _____

4. What do you see yourself doing after high school? (Check all that apply.)
 - Attend a four-year college
 - Attend a junior college
 - Attend a vocational or technical school
 - Enroll in the military
 - Go to work full time
5. Circle as many kinds of job from this list that you think you could be trained to do and would enjoy doing if you had the training needed.

actor/actress	diesel mechanic	police officer
artist	doctor	radio/TV technician
auto body repairman	electrician	radiology technician
auto mechanic	factory worker	restaurant/fast food worker
beautician	farmer	salesperson
brick layer	fashion designer	secretary
broadcaster	fireman	security guard
bus driver	garden/greenhouse worker	
cafeteria worker	homemaker	sheet metal worker
carpenter	hospital attendant	teacher
cashier	hotel/motel housekeeper	teacher aide
child care worker	hotel/motel manager	telephone repairer
commercial artist	landscape technician	travel agent
computer operator	librarian	truck driver
conservation worker	machine operator	veterinarian
construction worker	nurse	veterinarian assistant
cook/chef	nurses' aide	welder
custodian	photographer	

Related to Adult Living

1. Where do you see yourself living as an adult?
 - Living at home with family members
 - Living on my own
2. Do you have your driver's permit? ____ If not, do you need help studying for your permit?
3. Do you order and pay for meals at a restaurant by yourself?
4. Do you purchase items from a store by yourself?
5. Have you ever mailed a package at a post office by yourself?
6. Do you use the public library to check out books?
7. Do you make your own appointments for a hair cut?
8. Do you have your own savings account? ____ Checking account?
9. Do you receive an allowance? ____ If so, how much and how often?
10. What are your responsibilities or chores at home? _____

11. If you were at home alone and there was an emergency, what would you do? _____

Related to Academic Needs and Accommodations

1. How do you rate your school attendance? (Circle one) excellent average poor
2. How do you rate your assignment completion? (Circle one)
Always in on time Sometimes late Usually late
3. What do you feel are your academic strengths? _____
academic weaknesses? _____
4. What is your preferred learning environment and style? (Check all that apply)
 - Quiet environment with less auditory stimulation
 - Small group or one-on-one instruction
 - Seated near the instructor
 - Seated visually away from peers
 - Learn by listening
 - Learn by doing things with my hands
 - Learn with visuals and demonstrations
 - Learn by reading

STUDENT QUESTIONS FOR TRANSITION PLANNING

Date _____ Student _____ Grade _____

Birthdate _____ School _____ Teacher _____

(Use these questions as a guide when gathering information for transition planning.)

Related to Employment

1. What do you see yourself doing after high school?
 attending a 4-year college
 attending junior college
 attending a vocational/technical school
 enrolling in the military
 going to work full-time
2. What is your current career interest and post-school employment goal?
3. Where did you job shadow?
4. Where were your EBCE placements? Which experience was your favorite?
5. Do you enjoy working with your hands and tools or do you prefer solving problems in your head? Do you enjoy working indoors or outdoors, with people or alone, in a quiet environment or noisy, standing up or sitting down?
6. What kinds of things are you good at? What are you not good at?
7. Where are you currently employed and what do you do?
8. What other jobs have you held?
9. Are you currently looking for a job?
10. Do you need help getting and keeping a job?
11. Do you feel you have good work habits, attitudes, and behaviors?
12. Do you work well with others including your classmates?

Related to Adult Living

1. Where do you plan to live after graduation from high school and/or college?
2. What are your responsibilities in your home now? (cook, clean, do laundry, etc.)
3. What do you need to learn how to do? (plan menus, cook, budget, etc.)
4. Are you capable of managing your money and living within your budget?
5. Do you know how to comparison shop?
6. Do you have a checking and/or savings account?
7. Do you feel competent in budgeting and banking skills?
8. Do you feel self-confident in various situations?
9. What kinds of things are stressful to you?
10. How do you handle conflicts or solve problems?
11. Who do you go to when you have a problem or need help making decisions?
12. Do you get along with your classmates? If no, why don't you?
13. Are you able to communicate clearly with others?
14. Who would you contact in case of an emergency?
15. Can you safely use over-the-counter drugs?
16. Do you take your prescribed medicine at the right time and dosage without being monitored?
17. Do you have a family doctor and dentist?
18. Do you know how to get insurance coverage?
19. If you run into a legal problem, how will you handle it? Who will you go to for help?
20. What are your hobbies and interests and what do you like to do for fun?
21. Do you have a driver's license? ___ If not, how do you get around in the community?

Related to Instruction, Course of Study, Accommodations and Linkages to Outside Agencies

1. What are your academic strengths?
2. What are your academic need areas?
3. Are you experiencing difficulty in a class? If so, why?
4. How do you learn best? (listening, hands on, visual and demonstration, written material, quiet environment, small group or one-on-one instruction, seated near the instructor, etc.)
5. What modifications or assistance do you need to succeed in classes?
6. What specific skills would you like the school staff to teach you?
7. What vocational or elective classes have you taken?
8. What classes do you still need to take to help you reach your goals?
9. Do you think you have or will have the skills needed to succeed in college? _____ If not, what supports do you anticipate you will need?
10. How will you pay for post-high school education or training?
11. Other than the school system, are you receiving a service from any agency or provider such as Vocational Rehabilitation, Case Management, Department of Human Services, Social Security, Family or Individual Counseling Center, etc.?

SAMPLE COVER LETTER FOR PARENT QUESTIONNAIRE

(school letterhead)

(date)

To: Parent(s) of (student's name)

From: (your name and title)
(your address)

As a member of your child's staffing team, I am asking you to complete the enclosed **Parent Questionnaire for Transition Planning** and return to me as soon as possible. The information you provide will assist us in making educational plans which focus on your child's post-school goals.

Transition planning is an evolving and continual process of identifying needs, developing goals, and making connections, if needed, to services and service providers outside of the school system. Both you and your son or daughter need to be part of this transition planning. In order to accurately document transition services in the IEP, it is helpful for information to be gathered prior to the IEP meeting. Questions on this form relate to employment, adult living, and linkages to services and service providers.

This is a generic questionnaire given to parents of students with a wide range of educational needs. Please answer each question carefully, giving specific information related to your child's needs. If a question is not applicable, you need not answer it. If you need further clarification, I can be reached at (your phone number).

Thank you for your prompt attention and cooperation. I have enclosed a stamped, self-addressed envelope for your convenience.

PARENT QUESTIONNAIRE FOR TRANSITION PLANNING

Student	Birth Date	Today's Date
School	Grade	Projected Graduation Year
Parent(s)	Phone Number(s)	
Student Address		
Parent Address if Different		

1. What special strengths, interests, and preferences does your son/daughter have?
Strengths: _____
Interests: _____
Preferences: _____

2. When your son/daughter graduates from high school, what do you anticipate he/she will do?
____ Attend a 4-year college
____ Attend a junior college or trade school
____ Enlist in the military
____ Begin competitive employment, working full time or part time
____ Work in a job with a job coach available to assist when needed
____ Work in a job with a job coach providing assistance all the time
____ Work in a sheltered workshop or activity center
____ Other (please specify) _____

3. Do you anticipate your son/daughter will need assistance getting and keeping a job? _____

4. Following graduation (school/college), where do you think your so/daughter will be living?
____ In our home or the home of a relative
____ In an apartment with a friend(s) and needing no extra help
____ In an apartment with someone checking on her/him weekly
____ In an apartment with supervision provided daily
____ In a group home for adults with special needs
____ Other (please specify) _____

5. In the future, do you anticipate your son/daughter will need assistance managing his/her adult living needs? _____

6. What coursework and activities would you like for your son/daughter? _____

7. What kind of work experience (paid or unpaid) does your son/daughter have? _____

8. In which career(s) or specific job(s) has your son/daughter expressed an interest? _____

9. Do you have preferences regarding the type of work your son/daughter should do now and in the future? _____ If so, what are your preferences? _____

10. Please share any medical concerns we may not be aware of that might impact your son/daughter's transition to adult life. _____

11. What leisure/recreational activities does your son/daughter enjoy? _____

12. Are there other leisure/recreational activities in which you would like to see your son/daughter participate? _____ If so, please name them. _____

13. If under age, do you anticipate your son/daughter will be able to obtain a driver's license? ____ If of age, does he/she have a license? ____ Do you anticipate your son/daughter will own and maintain a vehicle? _____

14. In which of the following areas, if any, do you feel your son/daughter needs instruction?

- | | |
|------------------------------------|--|
| _____ Clothing care | _____ Meal preparation and nutrition |
| _____ Hygiene/grooming | _____ Home care (cleaning/maintenance) |
| _____ Health/first aid | _____ Shopping and making purchases |
| _____ Crossing streets | _____ Time management |
| _____ Sex education | _____ Measurement |
| _____ Money management | _____ Safety |
| _____ Driver's education | _____ Parenting/child development |
| _____ Other (please specify) _____ | |

15. If your son/daughter is receiving assistance from any public or private agency in addition to the school system, what service or assistance is provided and which agency provides the service? _____

16. Do you feel your son/daughter will be and should be his/her own legal guardian? _____

17. If not, do you know the steps needed to establish guardianship? _____

18. Would you like information on *guardianships, conservatorships, estate planning, and/or protective payee*? _____

19. Do you have any other concerns for your son/daughter at this time? _____

LIFE COMPETENCIES TO ENHANCE TRANSITION PLANNING
Information for Residential and Vocational Service Providers

Student	Date of Birth	
Graduation Date	School Attended	
Student's Address	Telephone	
Parent(s)	Telephone	
Parent(s)' Address		
Evaluator	Phone	Date

Communication

- _____ Articulates with clarity
- _____ Restates to be understood
- _____ Makes eye contact
- _____ Is honest - usually tells the truth
- _____ Takes phone messages accurately - leaves message for others
- _____ Uses telephone independently
- _____ Writes letters/thank you notes to family and friends

Comments: _____

Participating in Recreation/Leisure Activities

- _____ Has personal recreation/leisure interests such as _____
- _____ Enjoys participating with others in recreation/leisure activities
- _____ Follows rules of recreation/leisure activities.
- _____ Is active in a religious organization (specify) _____

Comments: _____

Math Skills

- _____ Counts to _____
- _____ Is able to add and subtract
- _____ Is able to do simple multiplication and division
- _____ Uses a calculator successfully

Comments: _____

Reading Skills

- _____ Recognizes many store names, aisle markers, safety words and road signs
- _____ Reads and follows simple directions
- _____ Uses phone book and/or newspaper to gather information
- _____ Reads directions on boxes/cans to prepare food items
- _____ Reads books for enjoyment

Comments: _____

Time Management

Tells time (by the hour, half hour, minute?) _____

Demonstrates knowledge of time concepts

Demonstrates knowledge of calendar time

Records appointment day and time in daily/weekly planner

Comments: _____

Transportation

Crosses streets safely with and without stop signs and/or lights

Uses public transportation independently

Demonstrates safety while riding public transportation

Demonstrates safety while riding in a car

Requests cab service when needed

Comments: _____

Managing Money

1. *Count Money*

Identifies coins

Counts sums of five or more coins

Identifies value of bills up to \$20

Comments: _____

2. *Make Purchases*

Locates and selects item

Seeks assistance when needed

Calculates and gives appropriate purchase amount

Comments: _____

3. *Use Vending Machines*

Selects appropriate coins

Operates vending machine

Comments: _____

4. *Budget Money*

Identifies weekly personal income

Identifies weekly and/or monthly expenses

Budgets income to meet expenses

Maintains current balance of personal income

Comments: _____

5. *Perform Banking Skills*

Writes checks and records transactions

Makes deposits and records transactions

Uses check cashing cards/services

Comments: _____

Maintaining Living Environment

- Identifies and demonstrates safe use of cleaning products
- Performs daily/weekly cleaning routine
- Demonstrates appropriate use of common appliances and tools

Comments: _____

Eating at Home and in the Community

1. Plan Balanced Meals and Purchase Food

- Plans weekly menu including food from the four basic food groups
- Constructs shopping list from word or picture menu
- Locates food items at the store
- Gives appropriate purchase amount

Comments: _____

2. Prepare Meals, Consume Meals, Clean-Up and Store Food

- Demonstrates use of basic kitchen tools and appliances
- Follows simple recipe
- Demonstrates table setting
- Demonstrates appropriate manners while eating or drinking
- Demonstrates meal clean-up procedures
- Identifies signs of food spoilage
- Demonstrates appropriate food storage

Comments: _____

3. Demonstrate Appropriate Restaurant Dining

- Estimates meal costs and brings sufficient money to dine out
- Orders from wall/printed menus
- Demonstrates appropriate eating manners
- Pays bill and tips appropriately

Comments: _____

Cleaning and Purchasing Clothing

1. Wash/Dry Clothes

- Sorts clothing by color and temperature
- Operates washing machine
- Operates dryer
- Removes clothes from dryer and hangs or folds them
- Stores clothes

Comments: _____

2. Buy Clothes

- Identifies size, color, and style of clothing needed
- Selects clothing item(s) and tries them on for fit
- Gives appropriate purchase amount

Comments: _____

Caring for Personal Health

1. *Perform Appropriate Grooming and Hygiene*

- Demonstrates body care skills
- Demonstrates oral/dental hygiene skills
- Demonstrates hair care skills
- Demonstrates independent toileting skills (including menstrual care)

Comments: _____

2. *Dress Appropriately*

- Selects clothing for different weather conditions
- Selects clothing for different activities
- Selects and coordinates well-fitting clothing
- Maintains a neat appearance

Comments: _____

3. *Demonstrate Knowledge of Basic First Aid and Personal Safety*

- Recognizes signs/symptoms of common illnesses
- Demonstrates knowledge of when to use over-the-counter drugs
- Performs basic first aid measures
- Identifies emergency situations and seeks assistance
- Identifies safety precautions to avoid personal injury in the home and in the community
- Self-administers prescription drugs (specify medical condition) _____

Comments: _____

Demonstrating Personal-Social Skills

- Demonstrates respect for the opposite sex
- Respects the space of others - maintains distance
- Demonstrates ability to make friends
- Demonstrates appropriate ways to express emotions
- Demonstrates appropriate responses to redirection and to praise
- Demonstrates appropriate behavior at home and in the community
- Demonstrates respect for others' personal property
- Practices precautions when dealing with strangers
- Demonstrates respect for persons in positions of authority
- Demonstrates daily self-organization

Comments: _____

Behavior - Description of and Intervention Techniques

Working

- Identifies types of jobs and work characteristics of a personal interest
- Demonstrates a positive attitude
- Demonstrates good attendance and punctuality
- Uses time productively
- Demonstrates flexibility to perform a variety of tasks
- Demonstrates ability to take direction from a supervisor
- Demonstrates safety on the job
- Demonstrates working cooperatively with others
- Demonstrates stamina and endurance by working for a ___ hour period of time
- Has volunteer work interests (specify)_____

Comments: _____

Special Learning Style: _____

Mobility and Work Tolerance (items checked are areas of CONCERN)

- | | | | |
|--|---|--|--|
| <input type="checkbox"/> walking | <input type="checkbox"/> kneeling | <input type="checkbox"/> fingering | <input type="checkbox"/> twisting |
| <input type="checkbox"/> climbing | <input type="checkbox"/> crouching | <input type="checkbox"/> stooping | <input type="checkbox"/> standing |
| <input type="checkbox"/> sitting | <input type="checkbox"/> balancing | <input type="checkbox"/> crawling | <input type="checkbox"/> reaching |
| <input type="checkbox"/> eye-hand coordination | <input type="checkbox"/> motor coordination | | |
| <input type="checkbox"/> lifting (specify weight)_____ | <input type="checkbox"/> strength | <input type="checkbox"/> stamina | |
| <input type="checkbox"/> work speed | <input type="checkbox"/> noise/vibrations | <input type="checkbox"/> temperature in work environment | |
| <input type="checkbox"/> fumes/dust | <input type="checkbox"/> odors/gases | <input type="checkbox"/> high places | <input type="checkbox"/> inside <input type="checkbox"/> outside |

Comments: _____

Work History

(Present Status)

Business _____ Date(s) of Placement _____ Paid or Non-Paid _____
 Hours _____ Duties/Comments _____

(Past Experiences)

Business _____ Date(s) of Placement _____ Paid or Non-Paid _____
 Hours _____ Duties/Comments _____

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TRANSITION PORTFOLIO

The Transition Portfolio, developed by Heartland AEA staff, is a document available for organizing a student's personal information relevant to transition planning. There are many ways that data and products regarding student preparation for the adult world can be organized. Being actively involved in developing a personal portfolio increases a student's awareness of his or her strengths, aptitudes, and abilities and thereby increases self-advocacy and self-determination skills. The Transition Portfolio is also a helpful communication tool to use with adult service providers.

Any and all information that is considered to be of value in the transition planning process can be included in the portfolio. Information gathered through the use of the Transition Assessment Decision Making Guide, as well as through other formal and informal assessment instruments, can be recorded in the Transition Portfolio. The portfolio provides an avenue to summarize transition planning, to record a student's projected course of study and graduation requirements, and to monitor and document transition-planning activities. Transition Portfolios should include a selection and collection of information that represents the transition status unique to each student. Documents entered and additional information recorded should be those documents or pieces of information deemed valuable to the student's transition planning process.

The Transition Portfolio can contain items such as:

- The student's resume
- Completed survey level assessments
- Formal and informal assessment summaries and/or completed documents
- Completed questionnaires
- Career/vocational interest inventories
- Employers' evaluations
- Transcripts of grades and credits
- Work samples
- Test results (CHOICES, SAT, ACT, etc.)

FIFTH-YEAR (OR MORE) AND POST-SECONDARY PROGRAMMING OPTIONS

Prior to the end of a student's traditional four years of high school, the IEP team may identify the fact that the student has unmet goals in the areas of employment and/or adult living that warrant a **fifth-year (or more)** of programming. This decision is based upon a discussion of the student's interests, strengths, and aptitudes related to his or her vision and/or the vision of the parent(s). If the IEP team determines the student does have unmet needs in the areas of employment and/or adult living, continued skill training needs to be considered.

Fifth-year or more programming can occur within the structure of the LEA environment and/or community or it can occur at a different location. In the LEA environment, through a specially designed program, instruction to meet specific goals in the area of employment and/or adult

living can be provided to individual students. For example, specially designed programming might include a half-day or more of instruction in specific vocational training and the remainder of the day of skill instruction in money management and self-advocacy skills. If a student's primary need is related to developing vocational skills, the student may be receiving instruction in a community business environment the majority of the day. If a student needs to focus on independent living skills, instruction may occur in school or possibly in his or her living environment. A fifth-year program, provided in LEA environments, can be uniquely designed to meet each individual student's needs.

If appropriate vocational programming is not available on the LEA campus or in the business community, some districts have the option of choosing Central Campus to provide services to meet employment goals. Central Campus is an extension of the programs of high schools in Des Moines. Students from many central Iowa high schools are eligible to attend classes at Central Campus on a space-available basis. Central Campus offers vocational-technical and advanced placement or enrichment courses that are not available at home high schools.

Another option for fifth-year or secondary vocational training might be available on a community college campus. Secondary special education programs on community college campuses were developed to provide local school districts with an additional resource to meet the vocational needs of students with mild disabilities. The seven programs located throughout Iowa serve students who have unmet employment or vocational goals in their IEP and who need vocational programs that are not available at the local district level. STRIVE, Selected Training Received In Vocational Education, is the program of this type located within Heartland AEA 11 on the Des Moines Area Community College campus in Ankeny. The primary goal is for a student, when he/she exits STRIVE, to have obtained specific entry-level vocational skills. A student's program completion does not guarantee the acquisition of college credits or a college degree.

When STRIVE is a secondary option being considered the following must occur:

1. The student must have an unmet need in the area of employment.
2. The need must be related to attaining entry-level skills in a vocation appropriate to the student's strengths, interests, and abilities.
3. The IEP team must agree that the student has a reasonable expectation for success in the chosen vocational training program. There should be a high probability of attaining the entry-level skills needed to get a job in the chosen field.

The following additional criteria should be considered:

1. The student has participated in career exploration activities and has identified an interest in a specific career cluster.
2. Selection of the specific vocational training program has been based on exploration, the student's skills and work habits, and the prerequisites of the program.
3. An appropriate program to meet the needs of the student is not available at the local high school.
4. It is anticipated that the student cannot successfully complete the vocational program at DMACC without the academic support provided by the STRIVE staff on the campus.

When it is anticipated that STRIVE will be considered as a secondary vocational option for a student, the following persons must be involved in the decision-making process:

- The Transition Consultant serving the student's high school
- A representative from the STRIVE program
- An LEA administrator responsible for approving financial expenditures

The IEP team documents placement in the STRIVE program through:

1. Reviewing records and completing a reevaluation/case review.
2. Completing an evaluation if needed to add an employment goal.
3. Writing an IEP that includes an employment goal that will be monitored by STRIVE staff.
4. Completing a *Parent Notice* form to indicate the change of placement and, if applicable, the closing out of additional goal areas.

Keep in mind the following facts regarding a STRIVE placement:

- The IEP must outline the need for the program and there cannot be a waiting list or screening process that would prevent the student from receiving the service identified in his or her IEP.
- Because this placement is considered a special education program, all due process and procedural safeguards are afforded the student.
- Students have the right to a free and appropriate public education. There may be no cost to the student for any part of the placement including tuition, books, supplies and residential and/or transportation costs.
- Placement may not be time-limited. Limiting a student's participation in a program to a certain number of semesters is not permissible.
- A student exits the program by completing the goals outlined in the IEP or by completing the school year in which he or she turns 21.
- If a student drops out of the program, the local district needs to reconvene the IEP team to consider other programming options.
- A student exits a secondary special education program on a community college campus (STRIVE) with specific entry-level vocational skills in his or her chosen vocational interest area.
- Program completion does not guarantee college credits or degrees.
- Some courses in a vocational program may yield credits that will transfer for non-vocational college credit. This is the exception rather than the rule and is neither the purpose nor the intent of the STRIVE program.

Once a student has completed his or her individual graduation requirements, the diploma is signed and FAPE ends. All graduates, whether graduating with their grade-level peers or upon completing additional years of programming, may consider some of the following **post-secondary options** to develop or enhance their skills in the areas of employment and/or adult living.

1. Enter the competitive job market
2. Enlist in the military
3. Enter an apprenticeship program
4. Enroll in a community college or university receiving special needs academic and/or counseling support
5. Receive assistance from Iowa Workforce Development

6. Receive assistance from Vocational Rehabilitation to attain and retain employment
7. Enter the adult services system of supported residential and vocational services
8. Receive funding and adult living support from the Department of Human Services or County Case Management

REFERENCE SECTION/QUESTIONS AND ANSWERS

Have you considered Family Centered Services through the Department of Human Services (DHS)?

Services are aimed at providing for basic family needs and are based on income eligibility. Services include child care assistance, basic emergency medical and health care costs, temporary out-of-home care to children experiencing serious personal or family problems (CINA), food stamps, monthly cash allotment to families (FIP), and referrals and costs for mental health/mental retardation support services.

Why should estate planning and/or a special needs trust be considered?

Parents may wish to consider legal counsel in regard to their own estate planning. If no estate planning is done, or if parental resources are left to a child, it is likely that even a lifetime of savings and resources will quickly be depleted in the care of the child. A special needs trust is a legal relationship created by an individual in which a trustee (e.g., family member, financial institution, etc.) holds and manages property or resources for the benefit of a third party beneficiary (e.g., individual with a disability) based upon written instructions in a document called a trust. By setting up a trust, parents can be reasonably certain that the share of their estate which they leave to their child who has a disability will be appropriately expended, will be available throughout the child's lifetime, and will not make their child ineligible to receive governmental financial assistance. Parents should set up the terms of a trust with an attorney.

What are Waiver services?

The Home and Community Based Services (HCBS) Waiver provides service funding to support individuals in achieving their life goals. Services are available to children and adults who require support in order to remain in the community or to return to their community from an institution. To apply for services, contact the Department of Human Services and request an Income Maintenance Worker.

Waiver services are designed to be flexible to meet the needs of each consumer. Eligible consumers may receive the following services:

1. Supported Community Living: One to 24 hours of support per day; assistance may include community skills, personal needs, transportation, and treatment.
2. Respite: Short-term relief in the absence of the family or guardian; respite may be provided in another family's home, the consumer's home or a group home of no more than five consumers receiving services.
3. Supported Employment: Instruction, supervision, assistance and transportation associated with attaining and maintaining paid employment; components are:
 - Instructional activities to obtain a job (16 weeks maximum)
 - Initial instruction on the job (16 weeks maximum)
 - Enclave settings - 2 to 8 consumers working in different areas of the same business
 - Follow-along - checking in with the consumer and the employer to find out how things are going and to assist with any problems they may be having (not time limited)

4. Home and Vehicle Modifications: Physical modifications to the home and/or vehicle to assist with the health, welfare and safety of the consumer to increase/maintain independence.
5. Nursing: In-home medical services provided by licensed nurses.
6. Home Health Aide: Unskilled medical services providing direct or personal care.
7. Personal Emergency Response System: An electronic device connected to a 24-hour staffed system that allows the consumer to access assistance in the event of an emergency.
8. Consumer-Directed Attendant Care: Assistance with eating, bathing, dressing, personal hygiene, and other necessary activities of daily living.

What does CPC (Central Point of Coordination) mean?

Each county has designated a person to act as a central point of access to all services. When interested in accessing the variety of services for persons with disabilities you must start with the CPC. This person can provide you with a more complete description of available services, certified providers, and funding determination.

<u>County</u>	<u>Phone</u>
Adair	712-527-2337
Audubon	641-757-2106 or 1-800-254-3054
Boone	515-993-1700
Carroll	712-792-5150
Dallas	515-993-1700
Greene	641-757-2106 or 1-800-254-3054
Guthrie	641-757-2106 or 1-800-254-3054
Jasper	515-791-2304
Madison	515-993-1700
Marion	515-828-8149
Polk	515-243-6339
Story	515-382-7282
Warren	515-961-1145

What’s the difference between case management and service management?

Case management services offer support and advocacy for persons with mental illness, mental retardation, or developmental disabilities. A case manager will work with an individual on referring and coordinating services, accessing and securing available funding, and monitoring the provision of services. Case management services are funded through individual, county, state, and federal resources.

Service management provides the same services as case management to non-Title XIX individuals. Their caseloads are much higher than case management’s.

What employment options can be considered for individuals with special needs?

Competitive employment is employment that is secured and maintained by a worker without extensive supports. Salary and benefits are the same as workers without disabilities.

Supported employment is employment in the community that is secured and maintained by a worker with the support of a job coach. A job coach, usually employed by a vocational

service agency, provides direct on-the-job instruction and supervision. Generally, the goal of supported employment is to fade out the support of the job coach as the worker gains independent work skills. Supported employment may be provided one-on-one, or if needed, in small groups such as an enclave or mobile work crew.

An enclave is a group of employees working together to complete job tasks found in the same place of business. An enclave is supervised all the time by at least one job coach. A mobile work crew is similar to an enclave in that workers who require continual support work together in small groups under direct supervision of at least one job coach. Instead of working in one business, a mobile work crew may work in several different businesses. For example, a cleaning mobile work crew may have the job of cleaning a different business each day.

A sheltered workshop is managed by an adult vocational service agency. Work from the community is brought into the workshop and/or the workshop produces its own products to sell. Workers are supervised and evaluated by workshop staff as they develop vocational skills. The ultimate goal of sheltered employment is for each client to acquire the work habits, attitudes, and skills that will enable him or her to enter the competitive job market.

Work activity center programs provide individualized therapeutic activities and work services to clients whose handicap is so severe as to make their productive capacities inconsequential.

What can vocational rehabilitation services provide?

The Division of Vocational Rehabilitation Services (DVRS) and the Department of the Blind provide vocational rehabilitation services to individuals who have disabilities to achieve their employment, independence, and economic goals. Employment is the objective for each individual served by these agencies. Eligible individuals receive counseling and guidance in choosing a vocational objective consistent with their interests and abilities and in preparing for and obtaining a job.

Counselors encourage referrals at approximately the 10th or 11th grade level in order to complete an application for services and determine eligibility. Prior to graduation of a student eligible for services, counselors participate in IEP meetings and coordinate with transition planning teams. An employment plan is developed with the student prior to graduation. Parents or school personnel can contact the DVRS counselor serving your school district by calling 1-800-532-1486. The Iowa Department for the Blind can be contacted at 1-800-284-4690.

What residential options are available for an individual with special needs?

Supervised Apartment Living Programs are a residential option for adults with special needs who are able to live semi-independently but need some level of support. Adult residential agency staff help evaluate client needs and then provide the appropriate amount of supervision and support needed for the client to successfully reside in an apartment in the community. Generally, the goal of the program is to diminish the degree of support as the client gains independent living skills.

Group homes and waiver apartments are developed and managed by an adult residential service agency. Clients live with a small number of other children or adults with disabilities. They may receive intensive supervision, training in daily living skills, and organized leisure opportunities. Generally, the goal of this residential program is to increase the independence of the clients while providing the level of supervision needed for their safety.

What is Supplemental Security Income (SSI)?

SSI is a federal program operated by Social Security. It is designed to meet at least some of the financial needs of persons with disabilities. The staff at the Social Security office establishes the degree, or seriousness, of the disability and verifies the family income. To apply for SSI an individual will need a certified copy of his or her birth certificate, another piece of identification such as a school I.D., names and addresses of treating physicians, and income information. If the individual is over 18, Social Security will only be interested in the specific income of the individual. If a person is determined eligible for SSI, that person is also eligible for Title XIX (Medicaid) benefits. When a child who is receiving SSI turns 18, he or she needs to reapply.

While receiving SSI, there are income limits that a person must stay below to continue to be eligible for benefits. SSI work incentives allow an SSI recipient to earn more than the predetermined limit by setting aside dollars for work expenses or establishing a savings account for future training or work related needs. These incentives are PASS (Plan to Achieve Self Support) and IRWE (Impairment Related Work Expense).

In addition to the Social Security Administration, what other agencies might be able to provide financial assistance to help meet an individual's special needs?

- Alliance for the Mentally Ill
- Iowa Department for the Blind
- Iowa Division of Vocational Rehabilitation
- The local chapter of the Arc of Iowa
- Department of Human Services

What are some recreation/leisure options available for an individual with special needs?

Recreation/leisure opportunities widely vary throughout Iowa. When identifying options to expand recreational activities, you may want to consider:

- School-sponsored clubs and sports events
- Church youth group activities
- City Parks and Recreation classes
- YMCA
- Boys and Girls Club
- Arc of Iowa youth activities

What is meant by the term "transfer of rights"?

On a child's 18th birthday, he or she becomes an adult with all the rights, privileges and responsibilities of any other adult. For students up to age 18, parents maintain specific decision making rights concerning their child's programming and special education services. The parents' decision making rights transfer to students when they reach age 18 or if they marry before age 18. While this transfer of rights does not exclude parents from the educational planning process, it does allow students much more control over their special education programming. For additional information and/or clarification, refer to Heartland's brochure *Transfer of Rights, Answers for Students, Parents, and Teachers*.

If a parent or guardian of a child nearing age 18 feels the individual will need assistance making decisions in his or her own best interest, steps should be taken to establish a form of guardian and/or conservator. Because only the courts have the authority to make decisions related to a person's ability to handle personal decisions, money, property, and similar matters, legal action should begin with an attorney or legal counsel and should be initiated close to (i.e.,

six months before) the adolescent's 18th birthday. Guardianship is the legal power to care for another person and manage his or her affairs. Conservatorship is the legal power to make only financial decisions for an individual. If a person's primary income is SSI or SSDI, a protective payee, rather than a conservator, may be the best option. A protective payee's services may include, but are not limited to, bill paying, financial planning and budgeting assistance, and making purchasing decisions.

EXAMPLES

Course Of Study

- ❑ Brett is expected to graduate with his peers in June 2004. He will complete all graduation requirements for VHS. He will take electives available to all students to develop interests and abilities for future employment.
- ❑ Joanne will participate in vocational and functional activities as prescribed by her IEP in order to graduate from UHS in June 2006. These activities will focus on communication, daily living skills, and functional reading and math.
- ❑ Jason plans to graduate in May 2005. Coursework will include a blend of required core courses and elected vocational activities. Linkages will be made during his junior year for job shadowing and work experiences in auto mechanics.
- ❑ Meredith will participate in all required coursework for graduation from PHS in June 2006. She will select classes that will prepare her for entrance into a post-secondary education setting.
- ❑ Matt is receiving direct instruction in his goal areas of employment and adult living. He plans to receive his high school diploma in 2007 at the age of 21. He is working in an extension of the general education curriculum with emphasis on applied academics in community environments.

Special Education Services

Community experiences:

- ❑ Sam participates in community-based EBCE four of five days.
- ❑ Edward receives transportation to and from his job site.
- ❑ Sean is receiving instruction in learning to use public transportation.
- ❑ Jack receives instruction in weekly community mobility activities including shopping, using restaurants, and using the library.
- ❑ Sally participates in MOC work experience two hours daily.
- ❑ Carol will be job shadowing community businesses four times during this school year.

Development of work and other post-high school living objectives:

- ❑ Erin's instructional goals focus on the development of skills needed in a variety of post-high school environments.

- Mary is developing work-related skills through participation in community-based work experience placements.
- Joe is receiving direct instruction in financial planning/money management.

Linkages/interagency responsibilities:

- Parents plan to contact the Community Life Program now for both the residential and vocational support he will need as an adult in post-school environments.
- Community Options provides daily attendant care services.
- Parent will contact Homeward to receive services from a Home Health Aide.
- Student is a client of Vocational Rehabilitation that will pay for a job coach.
- Parents will contact Vocational Rehabilitation to begin the process of determining student's eligibility.
- Sharon has an open case file with Vocational Rehabilitation.
- (Team member) will make a referral for possible VR services this fall.
- Student has registered at Workforce Development for assistance in securing employment.
- Emily receives Supported Community Living Services, provided by the Child Agency, paid for by the HCBS Waiver.
- Parents have contacted Central Point of Coordination for Case Management services.
- Sam's Case Manager is Linda Hand.
- Student plans to reapply for SSI after he turns 18.
- Ed plans to apply for SSI/Title 19 when he turns 18.
- Parents have been in communication with the Legal Aid Society regarding the terms of their will and guardianship.
- Jane's parents are her legal guardians. They have established a special needs trust.
- Parents were given information on guardianships/conservatorships and plan to discuss their needs with their family attorney.
- Ben receives respite services from Homeward, paid for by Waiver dollars.

- ❑ An application for Waiver services was given to the parents, and DHS contact information was shared.
- ❑ Paul and family members receive counseling from the Counseling Center.
- ❑ Samuel plans to attend (post-secondary training program or college) and will need academic support to successfully complete coursework. Special needs staff will explore available services and application procedures.