

PART 2: DEVELOPING COURSES OF STUDY AND TRANSITION SERVICES

SPONSORED BY THE [NH TRANSITION COMMUNITY OF PRACTICE](#); [NH RESPONDS](#), A RESPONSE TO INTERVENTION (RTI) PROJECT OF THE NH DEPARTMENT OF EDUCATION; AND [APEX III](#), A POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS) PROJECT OF THE NH DEPARTMENT OF EDUCATION, IN COLLABORATION WITH THE UNH INSTITUTE ON DISABILITY.

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Transition Resource Network at Strafford Learning Center

Last time...

- Reviewed definition of MPSGs and Age Appropriate Transition Assessment
- Looked at three case studies and MPSGs and AATA for each
- Reviewed some important tips about meeting facilitation, youth engagement and initiating difficult conversations

This time....



- Definitions
- New Hampshire Services
- Case Studies:
 - ▣ Review Post Secondary Goals and Age Appropriate Transition Assessments
 - ▣ Course of study and transition services

Credits & Recognition

- National Secondary Transition Technical Assistance Center (www.nsttac.org)
- Dr. Ed O'Leary and the Transition Outcomes Project
- NH Transition Community of Practice
- Institute on Disability
- NH RESPONDS and APEX III projects, and NH Dept of Education
- Strafford Learning Center
- Parent Information Center

Quick Review of Definitions and Indicator 13 Compliance

- Course of Study
 - ▣ Extended Learning Opportunities and Work-Based Learning
- Transition Services
 - ▣ Outside agencies
- Indicator 13 Compliance

Course of Study is...

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- ❖ A multi-year description of coursework to achieve the student's desired post-school goals from the student's current to anticipated exit year

(Storms, O'Leary, & Williams, 2000)

Course of Study

- NH Rules require that this is in the IEP when the student turns 14
- NH Rules also require that vocational classes are included when vocational education is an anticipated pathway
- The course of study should clearly align with the intended diploma-type and post-secondary goals.
- If applicable, include ELO, WBL and alternative learning plans.

Academic Transition Plan

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AKA: Course of Study

This page is for students 14-21 years of age, or younger, if appropriate.

Note: Be sure to complete the graduation requirements below.

Projected Courses 8th Grade:



Projected Courses 9th Grade:



Projected Courses 10th Grade:



Projected Courses 11th Grade:



Projected Courses 12th Grade:



Projected Courses Ages 18-21:



Projected courses should be listed here for each year the student is anticipated to be in school. At a minimum, courses required for graduation should be entered, even if the student's interests and postsecondary goals are broad and unfocused.

Additional course work, including prerequisite courses should be added as the student's post secondary goals become more explicit.

Courses that are failed, incomplete or unable to be scheduled when anticipated, can be noted and rescheduled on this grid.

Extended Learning Opportunities (ELO) are encouraged and should be included in the course of study.

Total number of credits required for graduation, number of graduation credits cannot be below state mandate of 20.

*Diploma Type:

*Expected Graduation Date: 

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Why Extended Learning Opportunities and Work-based Learning?

- Important resources for ALL Youth, particularly for many with Disabilities
 - ▣ Student struggling for credits or with specific subject matter may be able to earn credits they need
 - ▣ WBL (job shadow, internships) provides vital real work experiences

Extended Learning Opportunity (E.L.O.)

Primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom methodology

- Independent study
- Private instruction
- Performing groups
- Internships
- Community service
- Apprenticeships
- Online courses

Work-based learning...

...is a broad term that covers a variety of structured career exploration and workplace skill-building experiences students can have on-site at a workplace. The experiences can range from a simple tour to a months-long internship with regular hours and responsibilities.

What's the Difference?

- The term “work-based learning” was around long before ELO.
- Under High School Redesign efforts, WBL is technically a subset of ELO.
- ELO is assessed by the student showing evidence of competence to a Highly Qualified Teacher
- Work-based Learning is typically assessed through employer and job support person feedback

Transition Services

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- Should focus on academic and **functional** achievement to facilitate movement from school to post-school life
- For each postsecondary goal, transition services **can** include:
 - Instruction
 - Related Services
 - Community Experience
 - Development of Employment and Post-School Objectives
 - Acquisition of Daily Living Skills
 - (if appropriate)
 - Functional Vocational Evaluation (if appropriate)

Transition Services

- Coordination inside school: services
 - special ed, guidance, career tech center, work-based learning, related service providers
- Coordination outside school:
 - Agencies who are expected to pay **MUST BE INVITED** with parent or majority age student consent and must agree to provide the service
 - **DO NOT** include services from an organization that has not agreed to provide them
- Compliance: what can the school provide?
- Best practice: Team TO DO list
 - May require an extra meeting or two
 - Include creative thinkers who know the student

Connecting with Outside Agencies

- Area Agency for Developmental Services
- Vocational Rehabilitation
- Community Mental Health Services
- College Disability Support Services
- Recent evaluations, NOT IEP or coding, is what organizations are looking for to determine eligibility
- Work collaboratively to determine your regional contact people and process for referral, planning, and meeting participation

This is a confusing section in both title and content. It is not required that a goal be assigned to each transition area as stated in the NHSEIS instructions. These “transition areas” are actually “Transition Service Areas”. In order to stem confusion and reduce complexity, it is recommended that the user enter “See measurable post secondary goals”, under “Transition Goal(s) Details”

Students Interests, Preferences, and Needs

John Plant

Transition Goals

Transition Area:	Transition Goal(s)	
Instruction	See Measurable Post Secondary Goals	Details
Community Experiences	--none--	Details
Employment	--none--	Details
Related Services	--none--	Details
Adult Living and Post School Objectives	--none--	Details
Daily Living (if appropriate)	--none--	Details
Functional Vocational Assessment (if appropriate)	--none--	Details

Transition Goals are required when completing the Transition Plan. Select the details button to add goals.

Note: You may also associate services with a goal if needed.

Once a service has been added, the Transition Service Area, Person/ Agency responsible and Begin/End Date can be modified on this page

Transition Services

Del	Transition Service	*Area	*Person / Agency	*Begin/End Date
<input type="checkbox"/>	Training using a public telephone to call	Instruction	Person: Jones Agency: URC	09/23/2009 04/20/2010

-none-

NHVRS Notification

Has the IEP Team determine that the student, if age 16 or older, may benefit from New Hampshire Vocational Rehabilitation Services (NHVRS) assistance?

to NHVRS notified:

The "Transition Service Area" must be selected prior to entering the transition service. **However**, first determine the service you would like to provide and then determine to which area it should apply.

Transition Services are added to this page by using the "Add Transition Services" button.

Transition Services - Employment

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Enter transition services on this page along with the details required. Remember this page represents services in the Employment area only. For services in other transition service areas you must return to the previous page to select that area.

Please select transition service below

Transition Services for the Employment Area

Del	Transition Service:	Person	Agency	Begin Date	End Date
<input type="checkbox"/>	Supported Instruction				
	-none-				
	-none-				
	-none-				
	-none-				

It is recommended that you use custom transition services that can be written more explicitly than those pre-set above.

[Custom Transition Services for the Employment Area](#)

Del	Transition Service:	Person	Agency	Begin Date	End Date
<input type="checkbox"/>	Work experience placement at Ipsang Co.	Job Coach	School	10/01/2009	06/15/2010

To add more Transition Services than this page allows, simply return to this page after you've added these Transition Services.

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Indicator 13 Compliance

- Indicator 13 and IDEA 2004
 - ▣ Transition-driven IEP vs Transition Plan
- Today will cover IEP elements considered in I13 Checklist items 4&5.
- Items 6,7&8 (annual goals, student invitation, consent to invite outside agencies) will be covered in Part 3.

Case Studies

- 1. Allison
- 2. Lissette
- 3. Lilly

1. Allison's Post Secondary Goals

- (Education and Training 1) After graduation from high school, Allison will attend a 4-year Liberal Arts College and take coursework leading to a major in the area of Child Development.
- (Education and Training 2) The summer after high school, Allison will take a course in first aid and CPR and obtain certification through the local red cross.
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- (Employment 1) After graduation from college, Allison will become an early childhood education teacher in the public schools in her community.
- (Employment 2) The summer after high school, Allison will work part-time at the child development center near her home.

Age Appropriate Transition

Assessments

- •Record of student grades throughout high school, indicating a B average throughout high school (9th through first half of 11th grades) and a statement of how her GPA meets the minimal requirements for entry into college
- •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.
- • a summary of student Psychological test scores obtained during her 3-year re-evaluation 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

Transition Services

Education and Training Instruction

- 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
- Modified ACT testing

Employment and Other Post School Living Objectives

- Job shadow experiences with children
- Visit three university campuses, 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

Allison's Transition Services in NHSEIS



Course of Study

- Psychology (semester)
- English 1 2 (year)
- Algebra II (year)
- Band (year)
- Phys Ed. (semester)
- Cooperative Work Experience (semester)
- Advanced Biology (year)
- Child Development (semester)
- Resource Room (year)

Allison's Course of Study in NHSEIS



What's wrong with transition services or course of study like this?

Services:

- Complete application process at community college
- Job shadowing at local fast food restaurant
- Referral to Developmental Disabilities Services

Course of Study

Occupational English, Occupational Mathematics , Life Skills Science, Social Studies I (Government/US History), II (Selfadvocacy/Problem solving), Computer proficiency as specified in IEP, Health and Physical Education , Career Technical Education, Occupational Preparation

2. Lissette's Current Post Secondary Goals

Education and Training

- 1) After graduation from high school, Lissette will attend the Workforce Development Program and complete a non-degree program in food service at Montgomery County Community College
- 2) After high school, Lissette will participate in weekly instruction on independent living skills at Area Agency for developmental services.

Employment

- 1) After high school, Lissette will work on campus part-time in the food court at the college with supports from Vocational Rehabilitation and the staff at the college.
- 2) After completion of the Workforce Development Program at Montgomery County Community College, Lissette will work as a prep cook at a local restaurant near her home with time-limited supports provided by the Area Agency.

Independent Living

- 1) Upon completion of high school, Lissette will utilize public transportation, including the public bus and uptown trolley with time limited supports provided through Vocational Rehabilitation.
- (2) After high school, Lissette will live semi-independently with a roommate in a assisted living apartment with supports provided through Area Agency.

Lisette's Age Appropriate Transition Assessments

- Classroom observation notes monthly August 2005 – April 2006;
- Community Based Instruction (community and work activities) task analysis checks August 2005 – April 2006”,
- *Transition Planning Inventory*, student, home, and school forms, April 2006;
- *Making Action Plans [MAPS]* (Forest & Lusthaus, 1990), completed May, 2005

Lisette's Transition Services

Instruction

Instruction on Community Safety skills

Travel instruction

Math instruction related to money usage

Literacy instruction related to sight word identification

Instruction related to community safety and self defense at the YMCA

Math instruction related to telling time on a variety of watches and clocks

Related Service

Assistive technology services to increase use of voice output device

Physical therapy to improve independent ambulation

Employment and Other Post School Living Objectives

Purchase a monthly bus pass

Safety skills in the community

Learning to choose a seat near the bus driver

Learning to use the pull cord to identify her upcoming stop

Lissette's Transition Services in NHSEIS



Lisette's Course of Study

Functional Math I, II, III, IV (4 Credits)

Functional Reading I, II, III, IV (4 Credits)

Introduction to Cooking I, II, III, IV (4 Credits)

Safety in the Community I, II, III, IV (4 Credits)

Recreation Leisure I, II, III (3 Credits)

Work Study Skills I, II, III, IV (4 Credits)

Lissette's Course of Study in NHSEIS



What's wrong with this course of study?

What could the team do with these services?

Course of Study

English I, II, III, IV (4 Credits); Mathematics (Algebra I, Algebra II, Geometry, and higher level math course) (4 Credits), Science (Physical Science, Biology, Earth/Environmental Science) (3 Credits) Social Studies (Civics and Economics, US History, World History) (3 Credits), Second Language (2 Credits), Computer skills (1 Credit) Health and Physical Education (1 Credit) Electives (3 Credits)

Transition Services:

- Purchase a monthly bus pass
- Safety skills in the community
- Learning to choose a seat near the bus driver
- Learning to use the pull cord to identify her upcoming stop

3. Lilly's Current Post Secondary Goals

□ **Education and Training**

After graduation, Lilly will participate in an area agency-based program with an adult curriculum focused on gaining maximum social communication, daily living, and vocational skills.

□ **Employment**

After graduation, Lilly will participate in an area agency-based program with an adult curriculum, receiving services to increase her stamina and mobility to prepare her for work.

□ **Independent Living**

After graduation Lilly will use an augmentative communication device at home and the area agency based program to communicate her wants, needs, and desires and to interact with her environment more independently.

Lilly's Age Appropriate Transition Assessments

- Anecdotal records for an observation period of 10 days
- A portfolio assessment
- Notes in the permanent folder document regarding augmentative communication devices since elementary age
- Results of a physical therapy evaluation
- Signed examination summary from Lilly's pediatrician, dated during the current year

Lilly's Transition Services

Instruction

- Self-care skill instruction
- Instruction in use of augmentative device

Community Experience

- Community-based independent and community living instruction
- Visits to recreational agencies/facilities in the community

Related Services

- Assistive technology evaluation and selection of appropriate device for school and post school environments
- Speech therapy services for training in use of augmentative communication device
- Occupational therapy for use of assistive technology
- Physical therapy to maintain and improve strength and flexibility
- Nursing services to increase Lilly's ability access to community environments

Functional Vocational Evaluation

- Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, mobility, dexterity
- Ecological Assessment

Post school living

- Leisure and recreational interest survey through student response to different leisure opportunities in the community
- Meeting with SSI representative to determine possible financial benefits

Lilly's Transition Services in NHSEIS



Course of Study

Career/Technical (2 credits), Life Skills (2 credits),
Elective (Chorus) (1 credit)

Lilly's Course of Study in NHSEIS



What's wrong with a course of study or transition services as follows?

Course of Study

A list of general curriculum courses, noting use of extended content standards.

Community Experience

Class trip to Disability Services at the local college

Related Services

Speech therapy to improve Lilly's verbal communication skills

Questions about the content?

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