Transition Pages of the Oklahoma IEP

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Transition planning is road map to life after high school....

How will the student get to the chosen destination?
Components To Be Covered

- Postsecondary Goal(s)
- Transition Assessment
- Annual Transition IEP Goal(s)
- Short-Term Objectives or Benchmarks (when needed)
- Coordinated Activities and Responsible Parties
- Course of Study and Expected Graduation/Exit Date
- Transfer of Rights
What Is Transition?

A results-oriented process directed toward adult outcomes that:

• Includes academic, career, and extracurricular instruction and activities delivered through a variety of formats

• Is responsive to the local context and the students’ learning and support needs

• Maintains the expectation for all students to achieve a quality of life valued within the context of their family, school, and community.

National Secondary Transition Technical Assistance Center (NSTTAC), 2010
Transition Age

• **IDEA 2004**: transition planning beginning not later than the first IEP to be in effect when the child is 16, and updated annually.

• **Oklahoma**: must be addressed during the student’s ninth grade year or upon turning 16, whichever comes first.

• Transition planning may begin earlier if deemed necessary by the IEP Team
Why Start Earlier?

• Postsecondary education financial support
  – Planning for high school classes
  – Signing up for the OK Promise Scholarship

• Interagency Linkages and Residential Placements
  – Begin planning for residential care early
Indicator 13

• Percent of youth with IEPs aged 16 and above with an IEP that includes *appropriate measurable postsecondary goals* that are *annually updated* and based upon an *age appropriate transition assessment*, *transition services*, including *courses of study*, that will reasonably enable the student to meet those postsecondary goals, and *annual IEP goals* related to the student’s transition services needs.

• There also must be *evidence that the student was invited to the IEP Team meeting* where transition services are to be discussed and evidence that, if appropriate, *a representative of any participating agency was invited* to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))
### Indicator 13 – Checklist Form B

**NSTTAC Indicator 13 Checklist: Form B (Enhanced for Professional Development)**

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

<table>
<thead>
<tr>
<th>Questions</th>
<th>Training</th>
<th>Education</th>
<th>Employment</th>
<th>Independent Living Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is there an appropriate measurable postsecondary goal or goals in this area?</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N NA</td>
</tr>
<tr>
<td>Can the goal(s) be counted? Will the goal(s) occur after the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student?</td>
<td></td>
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</tr>
<tr>
<td>• If yes to all three guiding questions above, then circle Y OR if a postsecondary goal(s) is (are) not stated, circle N</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>2. Is (are) the postsecondary goal(s) updated annually?</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N NA</td>
</tr>
<tr>
<td>Was (were) the postsecondary goal(s) addressed/updated in conjunction with the development of the current IEP?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• If yes, then circle Y OR if the postsecondary goal(s) was (were) not updated with the current IEP, circle N</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student’s file?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• If yes, then circle Y OR if no, then circle N</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>Is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal(s)?</td>
<td></td>
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</tr>
<tr>
<td>• If yes, then circle Y OR if no, then circle N</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
</tbody>
</table>
1. Is there an appropriate measurable postsecondary goal or goals in this area?
2. Is (are) the postsecondary goal(s) updated annually?
3. Is there evidence that the measurable postsecondary goal(s) were based on an age appropriate transition assessment?
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?

6. Is (are) there annual IEP goal(s) related to the student’s transition services needs?

7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?
Transition Assessment

• IDEA 2004 requires that appropriate measureable postsecondary goals be based upon age-appropriate transition assessments related to training and education, employment, and where appropriate, independent living skills.
Transition Assessment

Should Address Three Areas

- Employment
- Education and Training
- Independent Living

Three photos: one of male in wheelchair, another of two females at a computer, and lastly a family of mother, father, and son
Goals of Transition Assessment

- Make informed choices
- Take charge of the transition process
- Understand the skills needed for post-school environments

Cartoon: "you had dreams", "and perhaps you achieved some of your goals."
Guiding Questions

1. Where is the individual presently?

2. Where is the individual going?

3. How do we get the individual there?

(Colorado DPI, 2005)
• List of transition assessments
Sections of the IEP that address transition
Present Levels of Academic and Functional Performance

• Transition assessments are included in the PLEP to formulate strengths, limits, and needs.
Present Levels of Academic Achievement and Functional Educational Performance: Document current evaluation data and write objective statements, (may include most recent statewide and districtwide) to demonstrate how the child’s disability affects the child’s involvement and progress in the general education curriculum and postsecondary transition, as appropriate. For students of transition age, document transition assessment results as they relate to the postsecondary goal(s). For preschool children, describe how the disability affects the child’s participation in age appropriate activities.

Current Assessment Data
Example: Bill obtained an overall 48% self-determination score as measured on the AIR Self-Determination Scale Educator Version.

Remember: Transition assessments should be described in a way that can be readily interpreted by IEP participants without the use of test manuals.

Objective Statements
Example: Bill has about half of the overall self-determination skills measured on this assessment. He has many more opportunities at home to develop and use his self-determination skills than at school. He needs increased school and home opportunities to develop and master additional self-determination skills to enable him to attain his post-school education and employment goals.

Objective Statements need to describe how the information gained from the transition assessments may impact attainment of the postsecondary goals.
List **strengths of the child** and a statement of the **anticipated effects** on the child’s participation in the general education curriculum or appropriate activities.

**Strengths:**
Example: Bill knows his own ability and limitations and can express these at the appropriate times. He can also set short-term goals, and can change his plan as needed to attain his short-term goals.

**Describe strengths identified from transition assessments.**

**Anticipated Effects:**
Example: Bill’s self-advocacy skills will enable him to request testing accommodations if they are not automatically provided in his general education classes.

**What impact will the strengths have on participation in transition activities and goal attainment?**

List the **educational needs** resulting from the child’s disability, which may require special education, related services, supplementary aids, supports for personnel, or modifications.

Example: Bill needs additional opportunities at home and school to learn and practice self-determination skills.

**Based on the results of transition assessments, what skills need to be mastered? Are related services needed to attain postsecondary goals or to participate in transition activities?**
**Consideration of special factors:** Check yes or no whether the IEP team considers each special factor to be relevant to this child.

- **YES** ☑ NO Strategies, positive behavior interventions and supports, as appropriate, if behavior impedes learning of self or others
- **YES** ☑ NO Language needs as related to the IEP for a child with limited English proficiency (LEP)
- **YES** ☑ NO Instruction and use of Braille if child is blind or visually impaired, unless determined inappropriate based on evaluation
- **YES** ☑ NO Communication needs, and for child who is deaf or hard of hearing, the language and communication needs and opportunities for communication and instruction in the child’s native language and communication mode
- **YES** ☑ NO Whether this child requires assistive technology devices and service

For special factors checked yes, explain determinations of the team as to whether services are required in the IEP.

Example for a student who is hard of hearing involved in a work-study experience at a community job site:

To be able to clearly hear a co-worker’s instructions and comments, the co-worker will need to use an FM transmitter.

**Parent Concerns for Enhancing the Child’s Education:**

Example: Mom wants to ensure that Bill identifies a career interest so that plans can be made for him to obtain the education and experience needed to obtain a job that pays a living wage and has benefits.

Include parent concerns for life after high school.
Postsecondary Goals

• Students of transition age must have further education and employment postsecondary goals
  – Independent living optional

• Students have input and write goals based on answers to the question:
  – Where do I want to live, learn, and work after high school?

• Need to be updated annually
IEP – Transition Services Plan – Goals and Activities Page

(Beginning not later than the first IEP developed during the student’s ninth grade year or upon turning 16 years of age, whichever occurs first)

NAME OF CHILD: ________________________ STUDENT ID: ________________________

FIRST/MIDDLE/LAST

**Postsecondary Goal(s):**
Example: After graduating from high school, Larry will attend the dental assistant program at Moore-Norman Technology Center and then will work at a dentist’s office in the Oklahoma City metro area.

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**Annual Transition Goals:**
Provide measurable annual transition goals to assist the young adult in working toward their postsecondary goal(s). The annual transition goal(s) must include academic and functional goals to enable the young adult to be involved in and make progress in the general education curriculum and in community experiences. For a young adult beginning with the first IEP during the ninth grade year or upon turning 16 years of age, whichever occurs first, postsecondary goal(s) based upon age appropriate transition assessments related to education/training, employment, and where appropriate, independent living skills, and to meet other educational needs that result from the disability. For young adults being taught to self-achieve of the standards, include a minimum of two (2) short-term objectives or benchmarks for each annual goal.

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**Education/Training Goal(s) | Short-Term Objectives/Benchmarks (as needed)**

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**Postsecondary Goals occur after high school and answer the questions: Where will the student work, learn, and live (as needed)?**

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Coordinated Activities
A Helpful Formula

After high school
After graduation
Upon completion of high school

will

The Student

Behavior

(Where and how)
Jamarreo

- Identified as having an emotional disability.
- Jamarreo also has a moderate hearing loss that requires him to wear a hearing aid.
- Informal interview with his family in preparation for the IEP meeting, mother noted concerns about Jamarreo’s lack of concern for legal consequences.
- *Self Directed Search* completed March, 2009 suggest Jamarreo has strengths in the area of mechanical work.
Examples of Postsecondary Goals

Education
• Upon graduation from high school, Jamarreoo will attend XYZ Career Technology Center and participate in the auto body repair certificate program meeting requirements to attain an Entry Level Technician Certificate.

Employment
• Upon graduation from high school, Jamarreoo will work part-time (as a shop helper in his uncle’s shop to gain experience in the automotive repair industry).
Examples of Postsecondary Goals

Independent Living

• After graduation, Jamarreo will follow the laws of his community, (demonstrating an understanding of the need for laws to ensure his and others’ safety).
Lissette

• Lissette is a 20 year old student with Down Syndrome.
• As an adolescent, Lissette had several surgeries to correct scoliosis. She now walks at an average speed, but she uses a cane for stability in areas with elevation changes, such as stairs, hills, curbs, and broken sidewalks.
• At the job site, she was extremely efficient, but her co-workers had difficulty understanding her requests when she asked for help.
• In order to better communicate with unfamiliar people, she just received an assistive technology voice output device that is about the size of a palm pilot. Lissette is willing to use the device, but she is still learning to use it effectively.
Lissette

- Results of an *adaptive behavior checklist* completed by the teacher during Lissette’s 10th grade indicate she has acquired many age-appropriate behaviors necessary for her to live independently and to function safely and appropriately in daily life; however, she continues to need support in this area.

- Lissette and her family, along with her IEP team, decided that she will live at home for approximately four years after she graduates from high school. At that time, she will move into a supported apartment with other young women in the local community.

- Lissette has expressed a desire to someday get married and have children but she does not currently have a boyfriend.
Examples of Postsecondary Goals

• **Education/Training**
  
  Upon graduation from high school, Lissette will participate in weekly instruction on independent living skills at the local independent living center in her community.

• **Employment**
  
  After high school, Lissette will work in a competitive employment setting with supports from VR.
Examples of Postsecondary Goals

• **Independent Living**

  Upon completion of high school, Lissette will utilize public transportation, including taxis, community buses, and city bus with time limited supports.
Lilly

- Lilly is a 20 year old female with severe multiple mental and physical disabilities.
- She receives specially designed instruction with an alternate curriculum in a separate school setting.
- She receives physical therapy and nursing care. Lilly’s medical needs require the assistance of a nurse daily.
Lilly

- **Anecdotal records for an observation period of 10 days indicate that** Lilly is awake for approximately six hours in a 24 hour period. She seems to enjoy receiving verbal and tactile attention from her family members and caregivers.

- Lilly has limited functional communication skills. Her primary mode of communication combines head movements and some sounds. Attempts to use augmentative communication devices have been unsuccessful; however, her therapist and teachers are evaluating her ability to indicate preferences, using a head-activated switch with consistency.

- **Results of a physical therapy evaluation** indicate Lilly relies on others to move her wheelchair and place her in a chair, a stander, or on a mat for all activities.
Examples of Postsecondary Goals

Education/Training

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

Employment

After graduation, Lilly will participate in a center-based program with an adult curriculum, receiving services to increase her stamina and mobility to prepare her for work.
Examples of Postsecondary Goals

Independent Living

• After graduation, Lilly will use a head-activated switch at home and at the center-based program to communicate her wants, needs, and desires and to interact with her environment more independently.
Let’s Practice!

• Articulate a postsecondary goal in employment for the following case study.

• Jamarreo is a 19 year old student identified with emotional and behavioral disabilities. He enjoys manual labor, and listening to loud music while working. He exhibits strengths in the area of mechanical work. At home, he fixes appliances around the house, which his mother appreciates. He has mentioned he might like to work with appliances.

_________________________  _______________  will  ____________  ____________
(After high school)  (The Student)  (Behavior)  (Where and how)
(After graduation)  (Upon completion of high school)
After graduation
(After high school)
(After graduation)
(Upon completion of high school)

Jamarreo (The Student)

will

Work as a repairman for a local appliance store.
(Behavior)
(Where and how)
What is the difference between a Postsecondary and an Annual Goal?
1. After high school, John will complete training as RN at PJC.

2. Given computer assisted instruction on rights and responsibilities as defined by the Section 504 of the Rehabilitation law, John will identify who at the college he must contact for services, when he must provide information, what accommodations he will need, and what to do if his needs are not being met with 80% accuracy by the end of the school year.

3. After high school, Brenda will attend Career Tech for Child Care; upon completion of course work, she will work for Early Rise Child Care Center.

4. Brad will learn and describe 5 accommodations he needs in the general education setting and why he needs them with 100% accuracy.
Annual Transition Goals

• Each postsecondary goal requires at least one annual transition goal to help students facilitate attainment of the postsecondary goal

• Annual Transition Goal Question
  – What do I need to learn now to live where I want?
  – What do I need to learn now to do the career I want?
  – What do I need to learn now to have the education I want?
Given condition (teaching strategies) e.g., direct instruction modeling peer tutoring (student) will (behavior) (criteria) (time frame) e.g., 3 out 4 times by June 09 80%
IEP – Transition Services Plan – Goals and Activities Page

(Beginning not later than the first IEP developed during the student's ninth grade year or upon turning 16 years of age, whichever occurs first)

NAME OF CHILD: ________________________  STUDENT ID: ________________________

FIRST/MIDDLE/LAST

Postsecondary Goal(s):
Example: Penny will join the U.S. Army and receive on-the-job training in a military occupation. She plans to live on base.

Annual Transition Goals:
Provide measurable annual transition goals to assist the young adult in working toward their postsecondary goal(s). The annual transition goal(s) must include academic and functional goals to enable the young adult to be involved in and make progress in the general education curriculum and in community experiences. For a young adult beginning with the first IEP during the ninth grade year or upon turning 16 years of age, whichever occurs first, postsecondary goal(s) based upon age appropriate transition assessments related to education/training, employment, and where appropriate, independent living skills, and to meet other educational needs that result from the disability. For young adults being taught to alternate achievement standards, include a minimum of two (2) short-term objectives or benchmarks for each annual goal.

Education/Training Goal(s)
After instruction, Penny will increase self-determination skills measured by the Self-Directed IEP assessment, from 20% to 50% by reviewing past goals and performance, stating her school and transition goals, and asking for feedback at her next IEP meeting.

Coordinated Activities
Conduct a mock IEP meeting
Make a PowerPoint displaying her strengths, needs, and interests

Parents are to be informed of progress in annual goals, in addition to general education academic performance reports. Describe **how often** this will occur and **what methods** will be utilized.

Progress Report
9 weeks

**How will the extent of progress toward annual goals be measured?**
Demonstration/Performance

<table>
<thead>
<tr>
<th>DATE</th>
<th>DATE</th>
<th>DATE</th>
<th>DATE</th>
<th>DATE (ESY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/18/13</td>
<td>12/19/13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25% (Penny is working on PowerPoint)</td>
<td>50% (Penny led a mock IEP meeting)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This student will need a diploma to enter the military. Self-determination skills can teach the student to ask for accommodations and articulate needs for school success.

**Responsible Party(ies)**
Student and Special Education Teacher Student

Extent of progress toward achieving the annual transition goals by the end of the year (i.e., one-half, two-thirds, fifty percent, passing grades in general curriculum).
Employment Goal(s)
Example: Penny will verbally describe to the class 5 possible Army occupations that match her skills and interests after taking the ASVAB and studying the results.

Coordinated Activities
Take an online practice ASVAB
Interview an Army recruiter

Parents are to be informed of progress in annual goals, in addition to general education academic performance reports. Describe how often this will occur and what methods will be utilized.

Progress Report
9 weeks

How will the extent of progress toward annual goals be measured?
Demonstration/Performance

Short-Term Objectives/Benchmarks (as needed)
Student and Career Exploration teacher

This annual goal allows the student to explore occupations while in school to facilitate a transition into the military. The number “5” ensures that this annual goal is measurable.

Extent of progress toward achieving the annual transition goals by the end of the year (i.e., one-half, two-thirds, fifty percent, passing grades in general curriculum).

<table>
<thead>
<tr>
<th>DATE</th>
<th>DATE</th>
<th>DATE</th>
<th>DATE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/18/13</td>
<td>12/19/13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/4</td>
<td>1/2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Penny completed ASVAB)</td>
<td>(Penny is researching Army occupations)</td>
<td></td>
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</tbody>
</table>
IEP – Transition Services Plan – Goals and Activities Page

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<th>NAME OF CHILD:</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT ID:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent Living Goal(s) (if appropriate)</th>
<th>Short-Term Objectives/Benchmarks (as needed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given instruction in high school Financial Planning class. Penny will balance a personal household budget including car payment, fuel, insurance, food, entertainment expenses with 100% accuracy.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coordinated Activities</th>
<th>Responsible Party(ies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visit an Army Base</td>
<td>Student and Parent</td>
</tr>
<tr>
<td>Open a checking account</td>
<td>Parent and Student</td>
</tr>
</tbody>
</table>

Parents are to be informed of progress in annual goals, in addition to general education academic performance reports. Describe **how often** this will occur and **what methods** will be utilized.

<table>
<thead>
<tr>
<th>Extent of progress toward achieving the annual transition goals by the end of the year (i.e., one-half, two-thirds, fifty percent, passing grades in general curriculum).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DATE</strong></td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>10/18/13</td>
</tr>
</tbody>
</table>

**How will the extent of progress toward annual goals be measured?**

- Grades
- Performance-Based Assessments
Jamarreo

(Education and Training)
Given explicit instruction on entrepreneurial traits and behaviors, guided practice, and self assessment, Jamarreo will list 4 out of 5 personal traits/behaviors associated with successful entrepreneurial performance prior to the end of the first school quarter.
Jamarreo

(Employment)

• Given direct instruction for completing a small business license application, guided practice, and personal information, Jamarreo will learn to complete applications with 100% accuracy by the end of the 1st school semester.
Jamarreo

(Independent Living)

- Given explicit instruction on proper care and cleaning of a hearing aid, a task analysis, and weekly opportunities to practice, Jamarreo will demonstrate the steps of the task analysis with 100% accuracy by the end of the school year.
Lissette

(Education and Training)

• By May 2009, given whole task instruction, a task analysis, and independent practice, Lissette will state problem solving strategies when lost in the community independently with 90% accuracy as measured by number of correct steps completed on the task analysis.
(Employment)

- Given a cell phone with pertinent telephone numbers programmed and weekly practice in school and community settings, Lissette will successfully call her boss to communicate important messages in 5 out of 5 role-play scenarios in school and community settings for the duration of this IEP.
Lissette

(Independent Living)

• Given a bus schedule adapted with pictures, Lissette will select the correct time and stop for five scenarios of activities presented to her with 95% or better accuracy by December of the current school year.
Lilly

(Education and Training)

• Given two physically or auditorily presented choices (e.g., classical music, outside noises), Lilly will manipulate a switch with her head to choose the preferred activity or item with 80% accuracy by December of 2012.
(Employment)

• Given placement in her chair with a work table or in a stander in the classroom, Lilly will increase her stamina for exposure to multiple vocational tasks by 10% as measured by awake and comfortable during a 20 minute session during one school semester.
Lilly

(Independent Living)

• Given physical prompts and picture schedule, Lily will manipulate a switch with her head to signal to staff it is time for her to eat lunch or snack with 80% accuracy by May 2012.
Coordinated Activities

• Tasks or activities that students do to learn the skills or knowledge associated with an annual transition goal

• Can take place at school, home, or in the community

• At least two coordinated activities for each annual transition goal

• People responsible may include any educator, parents, other family members, co-worker, friends
### Example Coordinated Activities

**Annual Transition Goal:** Given instruction in high school Financial Planning class, Chauncey will balance a personal household budget including car payment, fuel, insurance, rent, food, and entertainment expenses with 100% accuracy.

<table>
<thead>
<tr>
<th>Coordinated Activity</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening a checking account at a neighborhood Bank</td>
<td>Mother</td>
</tr>
<tr>
<td>Writing checks to pay hypothetical household bills</td>
<td>Special Education Teacher</td>
</tr>
<tr>
<td>Balancing the checking account by recording amount of check and payee into an I-phone app.</td>
<td>Student</td>
</tr>
</tbody>
</table>
Jamarreo

Education and training:
• Social skills training
• Instruction related to on-the-job safety
• Self-determination training
• Instruction related to safety in the workplace
• Courses of study preparing Jamarreo for his career

Employment:
• Community-based instructional experiences with a local auto mechanic, or small business
• Work-based instruction with a repair person
• Referral to Medicaid for augmentative communication device coverage (i.e., hearing aid)
Lissette

Education and training:
• Travel instruction
• Math instruction - money usage, telling time
• Literacy instruction related to sight word identification
• Instruction related to community safety at the YMCA

Employment or Independent Living:
• Purchase a monthly bus pass
• Instruction on safety skills in the community
• Learning to use the pull cord to identify her upcoming stop
• Referral to Vocational Rehabilitation
Education and training:
• Self-care skill instruction
• Instruction in use of augmentative devise

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

Functional/Vocational Evaluation:
• Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, mobility, dexterity
• Ecological Assessment
Course of Study

• Specific course names that students will take year by year
  – Algebra I, English I
• Student attending Career Tech must list all the courses being taken at the Career Tech program by year
• When designing the course of study, pay attention to the entry requirements of colleges, career tech, or specific jobs
• Students going through age 21 show the course of study year by year through age 21
  – This will provide justification for staying in school
Build a course of study, to be updated annually, to assist the young adult in achieving the postsecondary goal(s):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade</th>
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</tr>
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<tbody>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>English I</td>
<td>English II</td>
<td>English III</td>
</tr>
<tr>
<td>Earth Science</td>
<td>Biology</td>
<td>Anatomy</td>
</tr>
<tr>
<td>Algebra I</td>
<td>Algebra II</td>
<td>Geometry</td>
</tr>
<tr>
<td>OK History/Geography</td>
<td>World History/Geography</td>
<td>US History</td>
</tr>
<tr>
<td>Spanish I</td>
<td>Financial Literacy</td>
<td>First Aid</td>
</tr>
<tr>
<td>JROTC</td>
<td>JROTC</td>
<td>JROTC</td>
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</tbody>
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<thead>
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<th>Grade</th>
<th>Grade</th>
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<tbody>
<tr>
<td>12</td>
<td>13</td>
</tr>
</tbody>
</table>
| English IV | English 
| Computer Science | III |
| Family and Consumer Science | Biology |
| Physical Education | Algebra II |
| Cross Country | World History/Geography |
| JROTC | Financial Literacy |

Consider courses that will teach skills needed for the student’s chosen postsecondary goals.

In planning the course of study, is information needed regarding opportunities for vocational education (e.g., high school vocational education courses, school-based training, work study programs, technology education, or area career technology center programs)?

☑ YES  □ NO
If yes, document date(s) when information was provided to young adult and parent(s). Date: 9/13/13

By age 16, the young adult has been referred to the vocational rehabilitation counselor in the young adult's school district.  ☑ YES  □ NO
Person responsible for the referral:  Melissa Coyle  Date: 9/23/13
Name of the Vocational Rehabilitation Counselor:  Robert King  Phone:  

Have the young adult and parent(s) been provided a copy of the referral form?  ☑ YES  □ NO
If no, explain why:
If yes, explain how:  A copy of DRS referral form was mailed to parents on 9/23/13

By age 17, have young adult and parent(s) been informed of any transfer of rights at age of majority?  ☑ YES  □ NO
If no, explain why:
Comments:
Lilly

- Receives specially designed instruction with an alternate curriculum, including instruction focused on self-care and communication skills and linked to the state standard course of study (SCS) in Language Arts, Math, and Science

Courses include:

- ✓ Algebra – using extended content standards
- ✓ Life Science – using extended content standards
- ✓ English/Language Arts – using extended content standards
Vocational Educational Information

• Information must be provided, including
  – Career Tech programs
  – Work study
  – Work adjustment
  – Community-based job experiences
  – High school vocational ed classes

• Some career tech programs are very selective and planning needs to take place so students can take the correct pre-requisite courses.
Department of Vocational Rehabilitation Referral

• A referral form for DRS must be completed and sent to DRS Office
  – Parents and students need to follow-up to ensure application process is complete

• Complete before age 16
OKLAHOMA DEPARTMENT OF REHABILITATION SERVICES

REFERRAL TO THE OKLAHOMA DEPARTMENT OF REHABILITATION SERVICES (DRS) FOR VOCATIONAL REHABILITATION AND VISUAL SERVICES

NAME OF STUDENT: ___________________________ STUDENT ID: ___________________________
FIRST/MIDDLE/LAST

BIRTHDATE: ___________________________ GENDER: ___________________________ GRADE: ___________________________ AGE: ___________________________
MONTH/DAY/YEAR

PRIMARY LANGUAGE SPOKEN IN HOME?: ___________________________

PARENT(S): ___________________________

DISTRICT/AGENCY: ___________________________ SCHOOL: ___________________________

PHONE: ___________________________
WORK HOME OTHER

ADDRESS: ___________________________
STREET/P.O. BOX CITY STATE ZIP

CONSENT FOR RELEASE OF CONFIDENTIAL INFORMATION needs to be completed and signed by the parent/guardian (or student if age 18 or older) prior to releasing this information in accordance with the Family Educational Rights and Privacy Act (FERPA) and Individuals with Disabilities Education Act (IDEA). This referral form and a signed consent for release will be maintained in the student’s special education records.

DISABILITY (IES): ___________________________

NAME OF SPECIAL EDUCATION TEACHER: ___________________________

PHONE: ___________________________ E-MAIL: ___________________________

Please note: A release of confidential information (Under “Optional OSDE Forms” in SEAS) is needed prior to releasing information to DRS.
Transfer of Rights

• Before students turn 17 years old, they need to be told about the transfer of rights that will happen when they turn 18.

• Married students have rights transferred regardless of age.
Questions?

Amber McConnell
Zarrow Center for Learning Enrichment
ambermcc@ou.edu
(405) 325-8951