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Providing educational services and solutions to school districts and communities throughout The Last Frontier

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WELCOME ALL!!

Supporting Secondary Transition In Rural Alaska

John Cowper, Special Education Specialist
SERRRC



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Transition Requires New Learning

The capacity to learn is a gift

The ability to learn is a skill

The willingness to learn is a choice

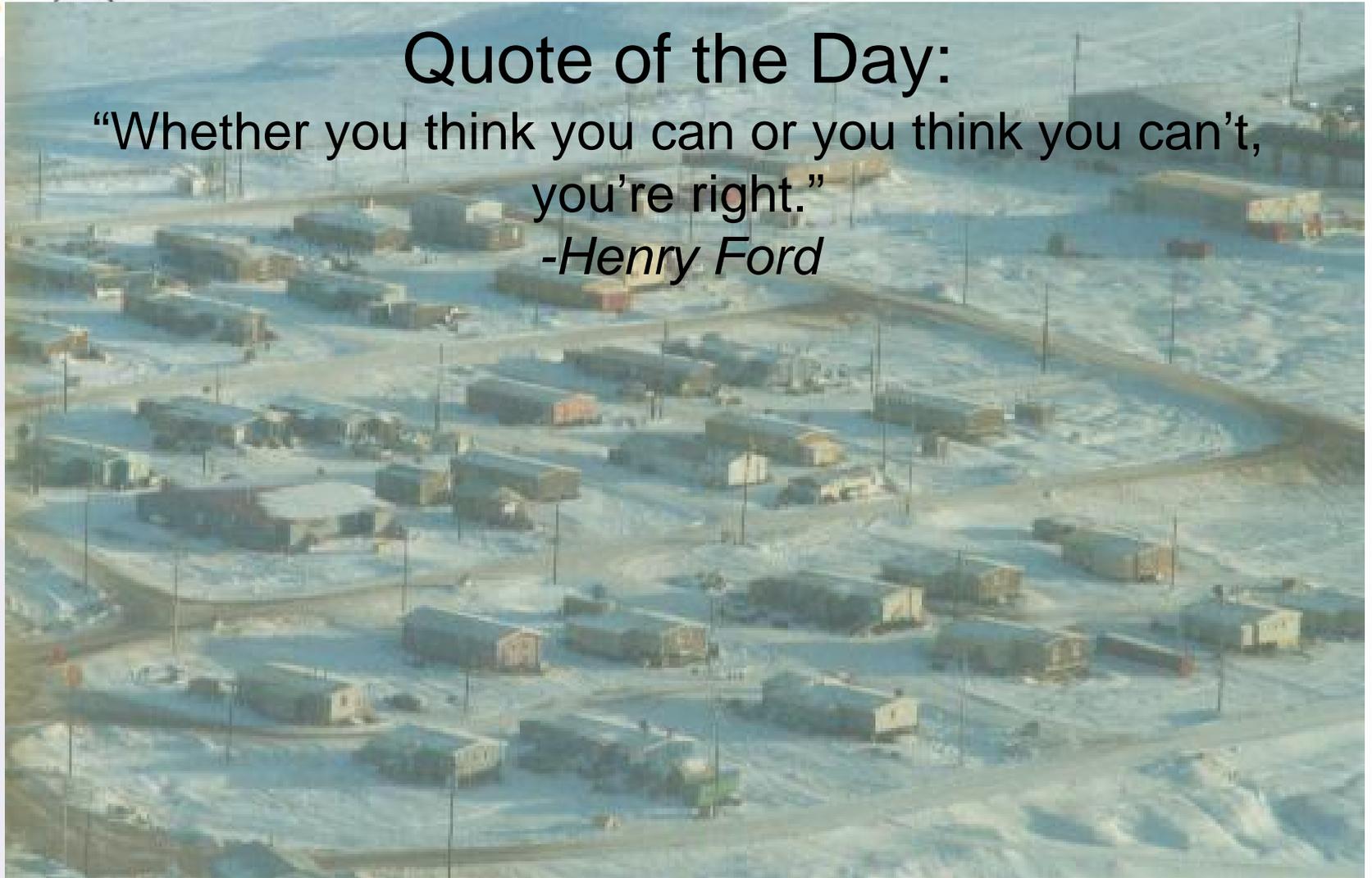




Quote of the Day:

“Whether you think you can or you think you can’t,
you’re right.”

-Henry Ford





Robinson (1999) identified two factors that successful adults with learning disabilities feel contribute to their success. The first is knowledge of their own strengths and weaknesses; the other is a change in their perception of themselves and their learning characteristics—





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What Works for You?

How do YOU learn BEST?



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What Works For Me. . .

- People who are patient and kind
- Positive reinforcement of my skills
- Allowing time for me to process information and respond
- An explanation followed by step-by-step visual and verbal directions
- High expectations



What Does Not Works For Me. .

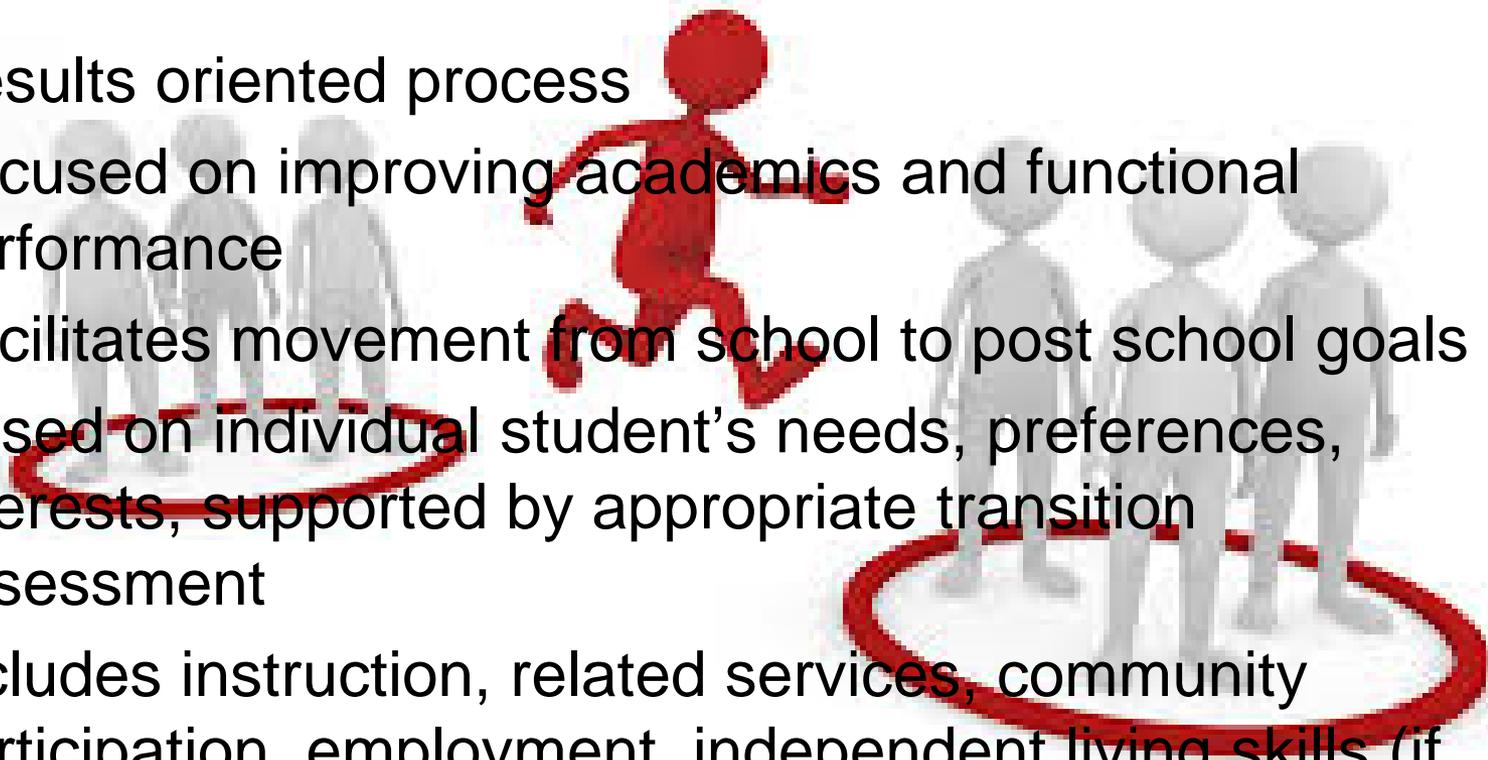
- Impatient unkind people
- Negative reinforcement
- Expecting me to respond right away
- Directions provided to fast and unclear
- Reminders of my weaknesses





What is Transition?

- Results oriented process
- Focused on improving academics and functional performance
- Facilitates movement from school to post school goals
- Based on individual student's needs, preferences, interests, supported by appropriate transition assessment
- Includes instruction, related services, community participation, employment, independent living skills (if appropriate)





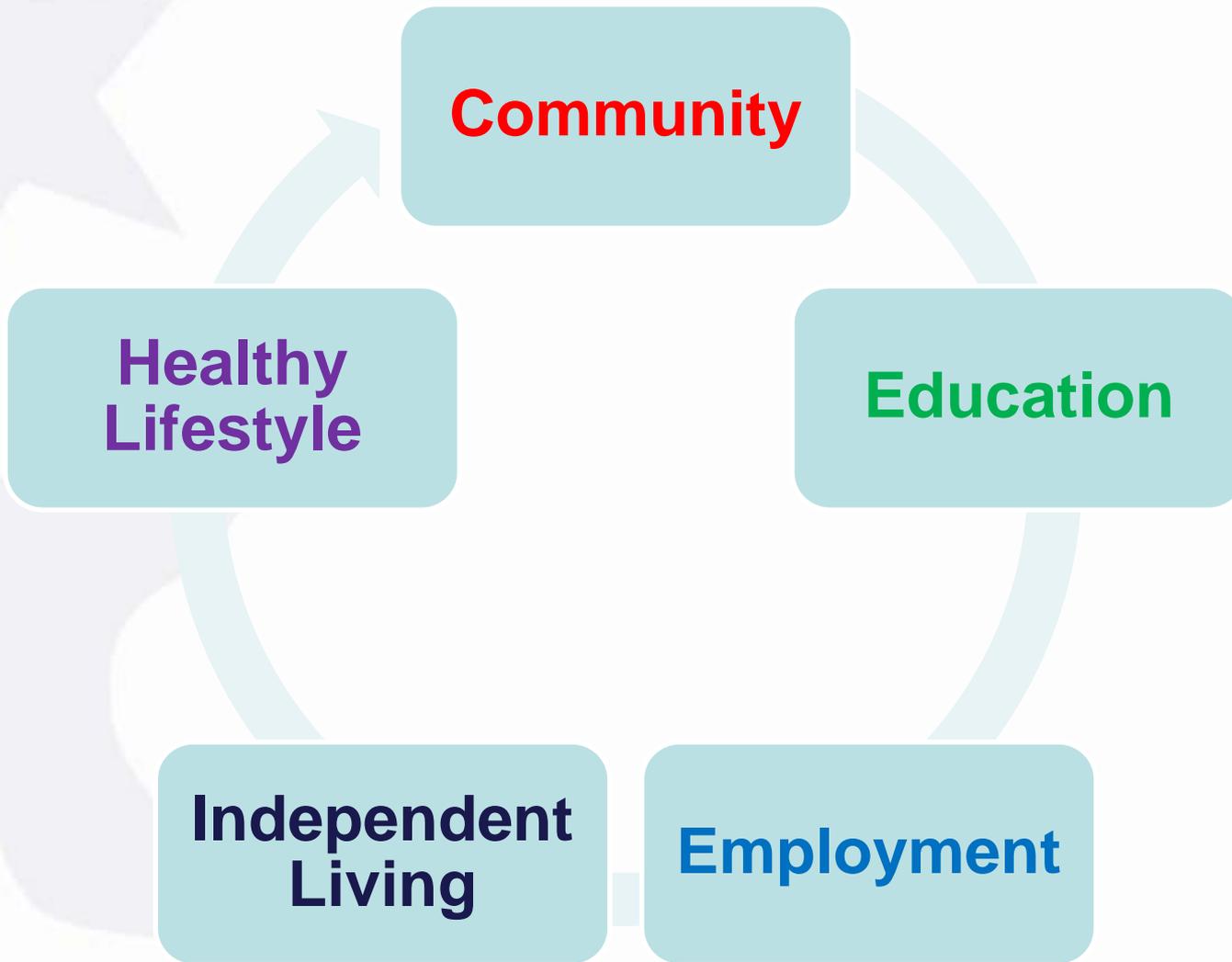
State Guidance Says. .

• **SECONDARY TRANSITION**

- Secondary transition services are defined under Alaska regulation [4 AAC 52.145\(a\)](#) as “...a coordinated set of activities, designed within an outcome-oriented process, that promotes movement from school to post-school activities.” Additionally, [AS 14.30.278\(b\)](#) states (**bold added for emphasis**),
- “...a school district’s **primary objective and preferred outcome** is to help the child become **gainfully employed** in an integrated workplace where individuals with disabilities work with and alongside of individuals without disabilities, or become enrolled in postsecondary education.”

- Source Alaska Dept. of Education *Guidance for Special Education Personnel*







When Do We Start?

- **Secondary Transition IEP Requirements**
- Under federal regulation, secondary transition services must be detailed on any IEP ([34 CFR § 300.320\(a\)\(7\)\(b\)](#); (**bold** added for emphasis),
- “...**in effect when the child turns 16**, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include-
- (1) Appropriate measurable **postsecondary goals** based upon **age appropriate transition assessments** related to training, education, employment, and, where appropriate, independent living skills; and
- (2) The **transition services** (including courses of study) needed to assist the child in reaching those goals.”

Source Alaska Dept. of Education *Guidance for Special Education Personnel*





When Do We Start?

WHEN

**Easy Answer = IEP of
Students 15th year**





Where Do YOU Start?

- **Relationship with the individual student**
- **Relationship with the family**
- **Relationship with the community**
- **Relationship with**





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Transition Plan Review



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My Goals

Measurable Post Secondary Goals

1.

2.

3.

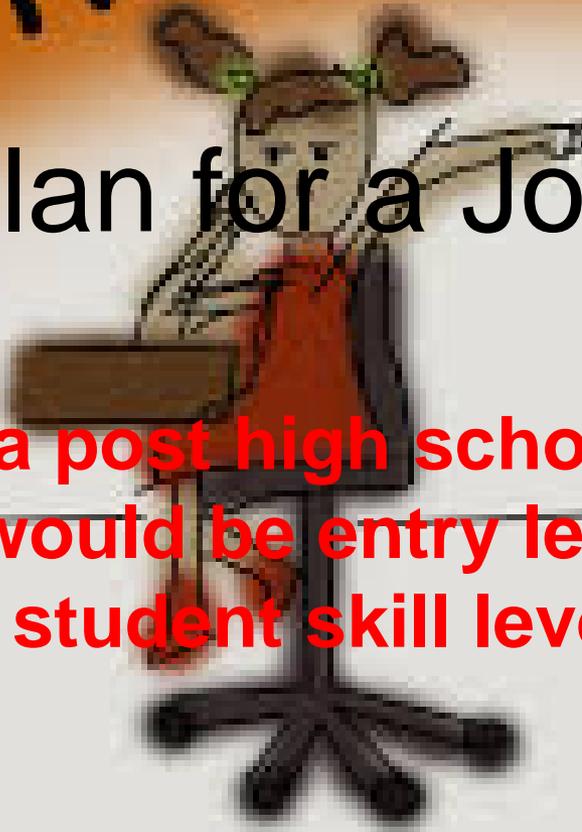




When I Grow Up

My Plan for a Job is. . . .

**This is a post high school employment goal.
These would be entry level positions matching
current student skill level.**





Career Exploration

Expanding Awareness

- Interest and Skill Inventories (see handout)
- Job Shadowing (locally employed adults)
- Interviewing adults in community
- Contact Tribal Vocational Rehabilitation (TVR), Division of Vocational Rehabilitation (DVR) and Job Center / Dept. of Labor





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“Upon completion of
High School, I will...”

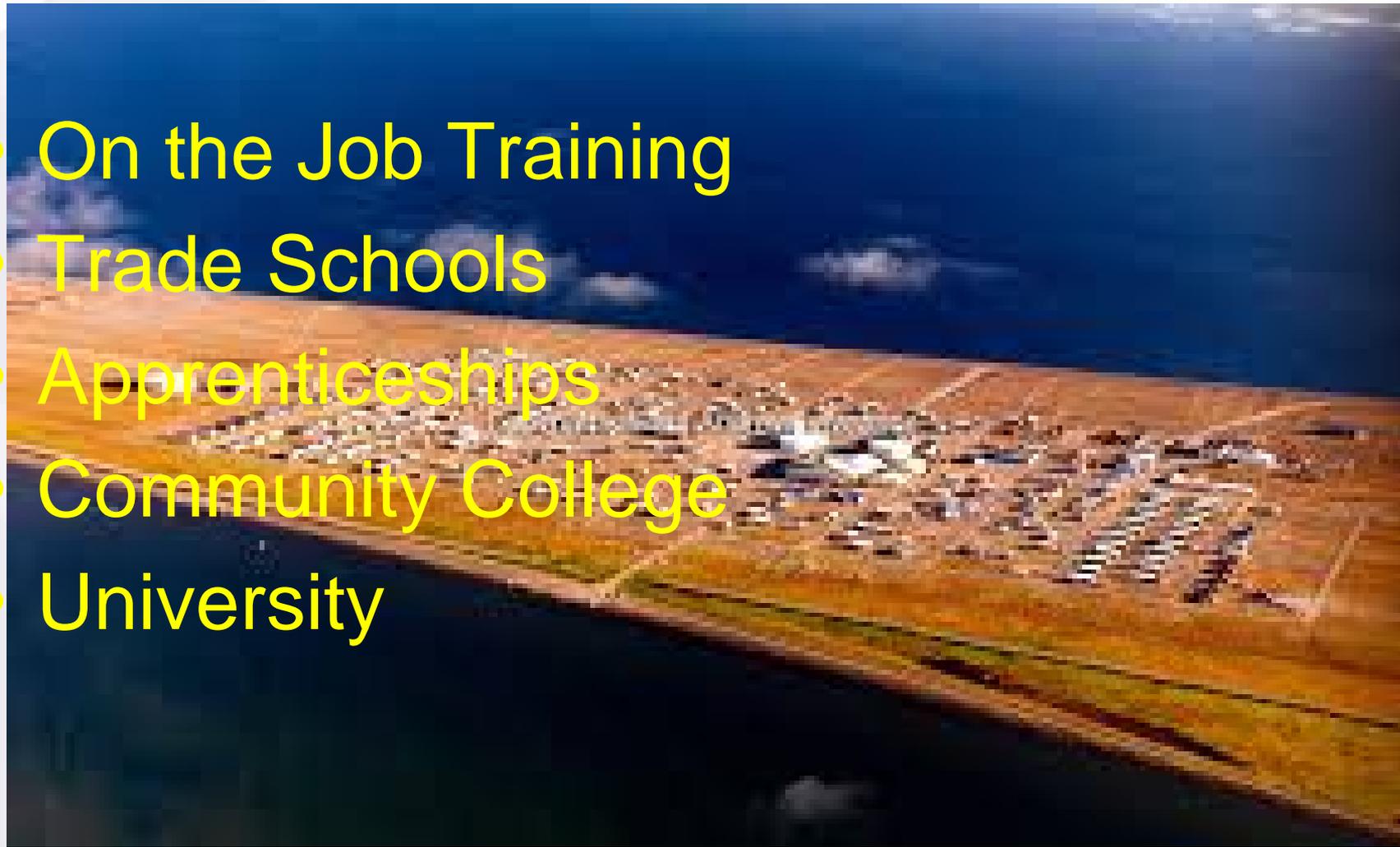


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- On the Job Training
- Trade Schools
- Apprenticeships
- Community College
- University





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“My plan for living arrangements is...”

IMPORTANT

QUESTION

**WHERE
WILL I LIVE
NEXT YEAR**



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Independent Living

Living independent from parent or caregiver

- Manage personal finances
- Transportation
- Medical Care
- Cooking
- Healthy Recreation





Instruction

Activities/strategies listed in this area have to do with “instruction,” formal or informal intended to increase knowledge or skills.

The activities/strategies can include, but are not limited to, such things as:

- Areas of needed coursework, educational experiences, skill training, etc
- Activities/strategies that are necessary to prepare for continuing education, further skill training, adult living, etc

Provided by ESC Region XI 1 Adapted from Transition Services: Helping Educators, Parents, and Other Stakeholders Understand Postschool Outcomes, Course of Study, Coordinated Set of Activities; Ed O'Leary and Wendy Collison, February 2002





Related Services

This area is not for stating needed related services for the next school year. Related services for the coming school year should be addressed in another section of the IEP. Rather, this statement has to do with determining if the related service needs will continue beyond school and helping to identify who or what agency might provide those services.

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Community Experiences

Items listed in this area emphasize activities/strategies that are generally provided outside the school building and that prepare the student for participation in community life.

These activities should encourage the student to participate in the community, including government, social, recreational, leisure, shopping, banking, transportation, or other opportunities

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Employment

Activities/strategies listed in this area focus on development of work-related behaviors, job seeking and increasing skills

This area will include career exploration, skill training, apprenticeship training, and actual employment.





Post School-Adult Living

Items listed in this area emphasize activities/strategies that focus on adult living skills. These are generally those activities that are done occasionally such as registering to vote, filing taxes, obtaining a driver's license, renting or buying a home, accessing medical services, obtaining and filing for insurance, planning for retirement, and accessing adult services such as Social Security.

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Daily Living Skills

Daily living skills are those activities that adults do most every day. These can include such things as preparing meals, budgeting, maintaining a residence, paying bills, raising a family, caring for clothing, and/or personal grooming.

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Functional Vocational Evaluation

A functional vocational evaluation is an assessment process that provides information about job or career interests, aptitudes, and skills. This information can be gathered through situational assessments in the setting where the job is performed. This can include observations, formal or informal measures, and should be practical. Information gathered through a functional vocational assessment can be used to refine educational experiences, courses of study, and employment activities/strategies in the statement of needed transition services.

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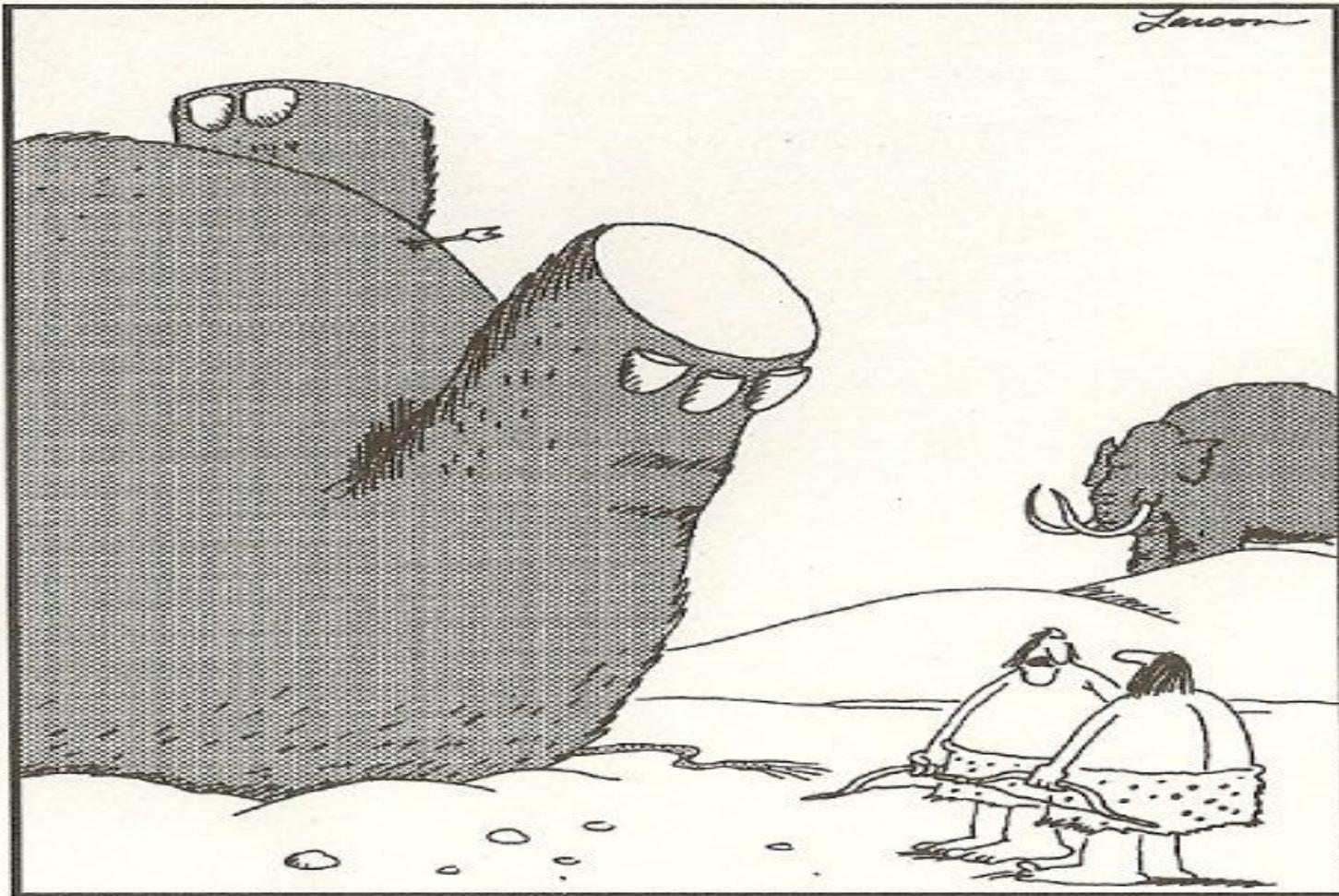




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"We should write that spot down."



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Wrap-Up/Review

Questions?



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