

MAKING THE TRANSITION

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MAKING THE TRANSITION TEAM WORK

# TEAM WORK

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TEAM  
WORK

*Improving the transition of Minnesota youth with disabilities: A team planning process*

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# **Making The Transition Team Work**

**January, 1994**



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# Table of Contents

↪	Introduction.....	1
↪	Part One: The Importance of Transition Planning.....	3
↪	Part Two: The IEP/transition Planning Team.....	9
↪	Part Three: Planning for Life after High School.....	23
↪	Part Four: Transition Assessment.....	31
↪	Part Five: Developing the Transition Plan.....	39
↪	Part Six: Commonly Asked Questions about Transition Planning and Implementation.....	57

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# Making The Transition Team Work

## Introduction

*Making The Transition Team Work* was written to serve as a road map to follow in preparing students with disabilities to become productive citizens as adults. Although the individualized education planning (IEP) process has been mandated for students with disabilities since the mid-1970s, the concept of "transition planning" as a component of this process is relatively new.

Transition planning is an essential part of the individual education planning process—*it is not a specific service, instructional need, or vocational goal*. Transition planning involves students, their families, educators, and community service providers in a unified effort to assist students in successful preparation for their adult lives.

Transition planning for high school students with disabilities is a focus on the future that brings about successful employment and independent living within the community after high school. *Simply put, transition refers to the passage from secondary education, including special education and services, to adult life.*

This guide is an effort to clarify the scope of transition planning for all members of each student's individual education planning team. The guide covers three basic steps involved in transition planning, described on the following chart.

## Steps for Transition Planning

Choosing and refining adult goals	Transition assessment	IEP/transition plan development
<p>At age 14, each student with disabilities needs to begin thinking about goals for adult life. Surveys are given to determine interest areas (some surveys can also be used as assessments). These surveys should be updated and revised at least annually.</p>	<p>The IEP manager will coordinate the following tasks:</p> <ul style="list-style-type: none"> <li>• Request parent permission to assess each student;</li> <li>• Assign needed assessments to staff;</li> <li>• All student performance reports should be written with a transition focus;</li> <li>• Use surveys and other assessments to determine student skills and interests.</li> </ul>	<p>The team, which includes the student, family members and involved community resource staff, comes together for the IEP/transition planning meeting.</p> <p>The team writes student needs and annual goals and objectives in "transition" terms.</p>
<p>Students with disabilities and their families need to begin receiving information about the transition planning process and what it involves.</p>	<p>The Assessment Team Summary Report must have a transition focus and integrate the results of all the assessments.</p>	<p>The team identifies services, supports, and accommodations needed by the student to reach adult goals.</p>



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## Part 1      The Importance of Transition Planning

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### ***The Need for Transition Planning***

Growing up has never been easy. Profound changes occur in a person's life during the transition from childhood to adolescence and then adulthood. Young people with disabilities may face unique challenges as they begin this journey. In the book *Integrating Transition Planning into the IEP Process*, the authors offer the following overview of the importance of transition planning for students with disabilities:

The years of transition from school to adulthood are difficult for everyone, but especially for young people with disabilities. They leave the structured environment of school and go out into the community to face its maze of public and private agencies, which often have long waiting lists for services with different eligibility criteria. The most effective transition planning involves consumers and parents as leaders in mapping the education experience and the years after graduation. Empowering the family and student to do their own case management, become involved in policy-making bodies, and contribute as equal partners in the IEP process is paramount to successful transition outcomes.

For years we have viewed 'transition' services primarily as work preparation, vocational transition and job placement. Research has shown, however, that transition planning must go far beyond preparing for the world of work to include a full spectrum of independent living activities within the community. Although work preparation is important, the ability to develop recreation and leisure skills, manage a budget, take part in community activities, develop friendships, plan for personal health care, etc., is of equal importance for a quality adult life. Transition planning looks at all the types of activities that adults engage in during each 24 hour day. (West, Corbey, Boyer-Stephens, Jones, Miller, & Sarkees-Wircenski, 1992).

### ***How are Young Adults with Disabilities Doing?***

The report of the National Longitudinal Transition Study of special education students published in June of 1993 reinforces the importance

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of meaningful transition planning. Some of the findings are as follows:

- **Graduation:** About 36% of students with disabilities drop out of school prior to graduation and only about 3% return to obtain a high school diploma.
- **Employment:** Many former students with disabilities are unemployed or underemployed. Only 46% of youth with disabilities are competitively employed one to two years out of school, compared to 59% of a demographically similar group from the general population. By gender, 52% of males are competitively employed compared to 32% of females. Of those who are "competitively employed," only 38% make over minimum wage.
- **Residential:** Most former students with disabilities live at home. About 11% of youth with disabilities live away from home two years out of school. This increases to 37% by the time they have been out of school five years, compared to 56% in a demographically similar group of young adults in the general population.
- **Parents:** About 40% of young women with disabilities become parents three to five years out of high school compared to 34% of women in a demographically similar group in the general population.
- **Enrollment in Post-Secondary Education:** Relatively few students enroll in post-secondary educational experiences. Only 15% of special education graduates attend any type of post-secondary school as compared to 56% of high school graduates without disabilities.

A follow-up study conducted by the Institute on Community Integration at the University of Minnesota looked at why Minnesota students with disabilities dropped out of high school. Fifty-three young adults who left school between 1983 and 1988 were asked why they dropped out and what they felt could have been done to help them stay in school. The following is a summary of their responses:

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### **Why did you drop out of your original high school program?**

Got too far behind, too few credits, attendance	22%
Didn't like school, was bored, just not for me	19%
Didn't get along with other students, teachers	14%
Drugs, wrong crowd, lived on the street, trouble with the law	13%
Family problems, personal problems	10%
Financial situation, needed to work	8%
Pregnancy, had children	6%
School didn't meet needs, teachers didn't help, couldn't get help	5%
Got suspended or expelled and didn't go back	3%

### **What could have been done differently to encourage you to stay in school?**

School could have helped more, smaller classes, more attention from teachers, better attitude by teachers and counselors	33%
Nothing, my fault, don't really know	23%
Different school, different program, appropriate classes	16%
If other people hadn't messed with me (teachers, other students)	10%
Better family life, better personal life (drugs, pregnancy, etc.)	10%
If I'd worked less on a job	5%
If attendance policy was changed	3%

### ***Minnesota Perspectives on Transition***

In 1992, the Governor's Planning Council on Developmental Disabilities held a series of town meetings throughout Minnesota to hear from citizens about a variety of issues affecting persons with disabilities. The following comments on transition issues were included in the November 1992 report "Minnesotans Speak Out".

- Too many people leave high school and hit the wall. They're left doing nothing.
- For many, continuity between school and adult services is a major issue.
- People need more opportunities to plan for their future.
- Programs need to be individually centered. Funds should follow the person.

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- Schools and agencies should encourage people with disabilities to make choices for themselves.

When young adults with disabilities were asked what they thought students should do to ensure a successful transition, they offered a variety of practical suggestions. These comments were taken from forums held throughout Minnesota and interviews with former students of the Minneapolis Public Schools:

- Work on transition planning with your IEP manager. Write down your goals, plans, and what you like.
- Learn good communication skills so you can tell people what you want.
- Learn about resources like SSI (Supplemental Security Income), DRS (Division of Rehabilitation Services), and social services, and get information on all available options.
- Take a more active role in meetings. Take more responsibility and ask more questions.
- Join groups that can help, like local advocacy groups, church groups, and community education classes.
- Get more work experience, especially try to work part-time for pay.
- Take classes in independent living. Learn how to cook, shop, budget, and how to recognize and count money.
- Find out how to access community resources, services and emergency systems and how to get help filling out forms.
- Learn self-determination skills, advocacy skills and how to make decisions.
- Get a driver's license, if you can, or learn how to use other transportation systems.
- Be serious, do your homework and budget your time. Learn to use a calendar to write down your assignments and to help you plan time to study.
- Tell your teachers that you have a disability.
- List your strengths and challenges. Find out what you're good at and put extra effort into areas that you are best at. Then set goals and go for them, but don't be disappointed if you can't do everything—no one can.
- Learn about accommodations that will help you, like using a spell-checker, asking people to show you how to do things instead of expecting you to read it from a book, using notetakers, asking for extended time for tests, asking for tutors, having books read to you and using taped textbooks, and having someone read and edit your papers before you

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turn them in. It will help you a lot if you learn what these accommodations are and how to ask for them before you leave high school.

- Visit schools you are interested in, talk to some instructors, and sit in on some classes before you decide which school you want to go to.

When parents of high school students were asked their opinions, they offered the following comments:

- Transition objectives should be included on IEPs.
- We need information about available options both in school and for the future.
- We want to feel free to ask questions and make suggestions. Our participation in transition planning is important.
- Respect our children's likes and desires.
- Teach our children to be self-advocates.
- Help teachers to accept students who are making decisions for themselves.
- Teachers should be allowed and encouraged to get out into the community to develop options.
- Clearly defined plans for accessing services in adult environments should be developed.
- Teachers should receive incentives to learn more about transition; more training needs to be available.

### ***Putting it All Together***

These comments from individuals concerned about transition describe many of the components of a successful transition planning process. These components, along with the laws that support them, assist in ensuring quality transition plans for all students with disabilities. (For more information about the laws, see Resource Question 1 in Part Six.)

The following self-evaluation worksheet will help determine whether federal and state laws related to transition are being met. The worksheet also indicates where the documentation for each item should be found. The final column allows individuals, districts, or interagency committees to evaluate their own transition planning process.

## Transition Compliance Self-Evaluation Worksheet

What is required?	Where should it be documented?	Is it there?	
		yes	no
<p>Students are invited to their IEP/transition planning meetings.</p> <p>Schools invite appropriate agency personnel to IEP/transition planning meetings.</p> <p>Schools notify parents of transition planning meetings and who is invited.</p> <p>The planning team ensures that student/family preferences, interests, and needs are considered.</p> <p>Transition planning begins at age 14 or grade 9. (MN)</p> <p>A statement of needed transition services in the areas of: home living, community participation, recreation/leisure, jobs/job training, and post-secondary education. (MN)</p> <p>If there are no needs in any of the above areas, the IEP includes a statement to this effect and the basis for determining no need.</p> <p>The IEP documents agency responsibilities or linkages.</p> <p>Students have equal access to any program with reasonable accommodations made as needed.</p> <p>Other</p>	<ul style="list-style-type: none"> <li>• Notice of IEP meeting</li> <li>• Front page of IEP</li>   <li>• Notice of IEP meeting</li> <li>• Front page of IEP</li>   <li>• Notice of educational assessment/reassessment plan</li> <li>• Notice of IEP meeting</li>   <li>• Notice of educational assessment/reassessment plan</li> <li>• Assessment team summary report</li>   <li>• Notice of educational assessment/reassessment plan</li> <li>• Addressed on IEP/s of 14 &amp; older.</li>   <li>• Needs statement on IEP</li>   <li>• Needs statement on IEP</li>   <li>• Services and adaptations on the IEP</li> <li>• Goals &amp; objectives on the IEP</li>   <li>• IEP goals</li> <li>• Services and adaptations on the IEP</li> </ul>		

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## Part 2

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## The IEP/transition Planning Team

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Throughout this guide the term "IEP/transition planning team" is used instead of "IEP team" to emphasize transition planning. All students with individual education plans who have reached grade 9 or age 14 will have an IEP that focuses on transition. The IEP/transition planning team is *not* a new team; instead, individuals who can assist and support students in their adult lives are invited to join the existing team. During the transition period, each secondary student's IEP/transition planning team needs to be expanded to include non-school agencies, service providers, and other community members (e.g., employers, church leaders, scout leaders). When selecting people to assist students with their plans for the future, the team should first consider the types of services and supports the student may need to meet his or her adult goals. The composition of each student's planning team will have a significant impact on the ultimate effectiveness of an IEP/transition plan.

A student's IEP/transition planning team should be put together by the IEP manager in consultation with the student and family. The student and parent(s) may identify key individuals that are already involved in their lives, such as a relative, county case manager, mental health counselor, or parole officer. Students and their parents should be given information about available post-school services and community resources so that they can make informed decisions about the non-school participants they want on their IEP/transition planning team.

When inviting non-school participants to IEP/transition planning meetings, the IEP manager needs to clearly explain why the person is being invited and what role the person is expected to assume at the meeting. For example, a person may be invited to provide information about services, or to negotiate shared service provision. When choosing new members for the transition planning team, consider inviting representatives from agencies who might be valuable in supporting a student in attaining his or her anticipated post-school outcomes. By becoming involved, the new members

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can then contribute to the development of a plan that leads to the goals the student desires as an adult. In addition, these members may be potential providers of post-school services and appreciate the opportunity to become familiar with the anticipated needs of the student prior to providing services.

In general, involvement of non-school participants in IEP/transition planning should be requested at least two years before the student will leave high school. The decision to include non-school participants is often made by the IEP/transition planning team; it may also be based on local interagency agreements. (For examples of local interagency agreements, see Question #12 in Part Six.) If in doubt about when to invite a non-school service provider, contact the provider to discuss the request for involvement. Familiarity with several community resource providers, their phone numbers, and ways they generally assist in the transition planning process will make these contacts much easier.

Involving outside agencies in the transition planning process can increase the likelihood of a smooth transition from school to adult life. In addition to inviting representatives of outside agencies to the IEP/transition planning meeting, the Individuals with Disabilities Education Act (IDEA) states that the IEP should contain statements of each public and participating agency's responsibilities or linkages (or both) before the student leaves the school setting.

### ***Essential Members of an IEP/transition Planning Team***

In order to ensure compliance with IDEA, certain members must *be present* at an IEP/transition planning meeting. In addition, certain individuals must *be invited* to attend; others may be included as appropriate. The following team members *must be present*:

- **An administrator or administrative designee:** The administrator may be the school principal or director of special education; an administrative designee may be a special educator authorized by the principal to commit district resources. When a student's parents reside in a district other than the home district, an administrator or designee from the resident district must be invited to the meeting; the



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resident district may appoint a member of the providing district as its administrative designee.

- The student's regular education teacher: An appropriate regular classroom teacher must be present even when the student has no regular education placement.
- A special education teacher holding the license of the student's primary disability.

The following individuals *must be invited*:

- The student must be invited to his or her IEP/transition planning meeting. Students should *always* be involved in their transition planning process and encouraged to attend their own meetings.
- One or both parents of the student must also be invited to any meeting where transition services will be discussed, and they must be informed that the purpose of the meeting is to discuss transition planning. The school must also tell the parents that the student is invited and identify other agency personnel who will be invited. In all cases it is the responsibility of the district to communicate with the parents in their primary language, including sign language.
- A member of the assessment team must be invited. This may be the student's teacher, a representative of the district, or some other person who is knowledgeable about the assessment procedures used with the student. This person should be familiar with the results of the assessment.

The following individuals may be invited to attend, as appropriate:

- **Related service providers** such as an occupational therapist, physical therapist, audiologist, psychologist, adaptive physical educator, doctor or nurse, rehabilitation counselor, or social worker.
- **Representatives of non-school agencies** such as a Division of Rehabilitation Services counselor, county case manager, health care provider, residential service provider, supported employment service provider, community leisure service provider, or post-secondary education support service facilitator.
- Other individuals at the discretion of the parent(s) and

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student. For example, a parent or student may invite a person who is a member of the same minority or cultural background, or someone knowledgeable about a student's race, culture, or disabilities. Parents and students need to be informed of their right to bring anyone of their own choosing to the meeting.

- Representatives from an outside district, agency or school when the Assessment Team Summary Report recommends placement options outside the resident district.

### **Essential Members of an IEP/Transition Planning Team**

<b>Must be Present</b>	<b>Must be Invited</b>	<b>May be Invited</b>
Administrator or designee	The student	Related service providers
Regular education teacher	One or both parents	Representatives of non-school agency
Special education teacher	Member of assessment team	Other individuals invited by student or parent(s)
		Representative of outside district

### ***The Roles of IEP/Transition Planning Team Members***

Each member of a student's IEP/transition planning team has an important role. The following discussion includes roles and responsibilities for key members of the IEP/transition planning team.

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## The student

Most IEP/transition planning procedures focus on the roles of parents and professionals with little attention given to the role students themselves must play in their own transition process. Involving students in making decisions about their own lives is extremely important. Individuals who are active participants in the planning of their future are more likely to be committed to reaching their goals.

All students, regardless of their disability, should be encouraged to advocate for themselves; the IEP/transition planning process should promote self-advocacy. Each student needs to be challenged to determine current skills, decide on future goals, design plans to attain those goals, and follow through on activities that lead to successful adult outcomes. The role of students in developing their IEP/transition plan includes:

- Providing information about their future adult goals to the team;
- Determining their strengths and challenges and communicating them to the team;
- Expressing a desire for certain program components;
- Contributing information about their preferences; and
- Collaborating in the decision-making process.

The planning meeting is an obvious place for the student to have an active role, because the plans made during and after the meeting will directly affect the student's life, now and in the future. If a student does not attend his or her IEP/transition planning meeting, IDEA requires that the school take other steps to ensure that the student's preferences and interests are considered.

It is not enough to have a student simply attend the meeting; teachers and parents will need to take an active role in preparing the student for participation in the entire IEP/transition planning process. Some students have had limited experience in expressing personal preferences and advocating for themselves. Speaking out about preferences, particularly in the presence of "authority figures," may be a new role for students, one for which they need

guidance and feedback. Teachers and parents can help prepare students to participate in their IEP/transition planning meetings by talking about the meeting's purpose, describing what goes on and who typically attends, and discussing transition issues before and after the meeting occurs.

Some students may benefit from rehearsing certain parts of the meeting, such as how to greet team members or ways to express preferences or suggest alternatives. Teachers can help to prepare students for transition planning on a daily basis by providing numerous opportunities to express choices and preferences. If a student requires any accommodation, such as an interpreter or an augmentative communication device, arrangements should be made before the meeting. The ultimate goal is for students to assume control, with appropriate levels of support, over their education and transition and identify and manage its various components.

## **Family members**

One of the most important responsibilities of parents is to prepare their children to be independent and successful adults, regardless of their child's abilities. Because students with disabilities are likely to encounter a variety of obstacles, transition to life as an adult may have to be more carefully planned. Families must be included as integral members of the IEP/transition planning team. They bring a wealth of information about their sons and daughters that is critical to effective transition planning. The following is a list of ways that family members can assist in the development of transition plans:

- Sharing information about "what has worked" for their sons and daughters, family strengths and resources, incentives that school cannot offer, and, most importantly, sharing their "dream" of the future for their sons and daughters;
- Becoming informed about quality transition planning and services in the community that can assist and support their sons and daughters in achieving success as adults;
- Assisting in the implementation of identified transition activities;
- Assigning specific duties to their sons and daughters around the home; emphasizing good grooming, physical fitness, and

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social and communication skills;

- Making sure that the intentions of agreements and collaborative efforts between various agencies are fully met;
- Advocating for the development and initiation of new programs that do not currently exist in their school or community;
- Providing an assessment of their sons' and daughters' skills outside of the school environment;
- Actively supporting efforts to provide training in a variety of community settings and sharing contacts to assist in securing training sites; and
- Providing a variety of community experiences for their sons and daughters.

**Educators and other school personnel**

With the recognition of transition as a focus for high school students with disabilities, professionals have begun to realize that the ability to make choices is an extremely important dimension of independence. The role of educators and related service personnel in the development of IEP/transition plans includes:

- Informing students and family members about transition planning;
- Preparing students by teaching skills that can be used in work, living, and leisure activities outside of school;
- Assisting students in the selection of accommodations and assistive technology that may increase independence or participation in activities;
- Coordinating IEP/transition planning and assessment, as well as the delivery of both direct and indirect services as designed by the team;
- Encouraging families to plan optimistically for their son or daughter beginning in the elementary years;
- Educating families about support alternatives available in the community;
- Involving students and family members in the design and implementation of a written, formal transition plan;
- Incorporating modifications used in the classroom into the IEP/transition planning process (e.g., testing considerations, physical accommodations, or taped texts); and
- Encouraging family members to allow students to practice making choices and to follow through on decisions.

**Community service providers**

Community service providers provide an important link to community resources and can assist in accessing services. For example, organizations that provide employment services may have information on current labor trends and potential job markets. Community service providers can also refer the team to training or employment programs that can help focus a student's school experiences in realistic directions. Once a student has left school, providers may be able to offer programs and services to assist in vocational training, job placement, and living alternatives. Community service providers, along with students and parents, have the responsibility to follow-up on the transition plan after graduation.

On the following pages are brief descriptions of a number of community service agencies, including some of the transition services they may offer. This list is by no means comprehensive; in addition, there are often eligibility requirements and services may vary by community.

**Division of Rehabilitation Services (DRS)**

An individual may be able to get vocational rehabilitation services if he or she has a disability that makes it hard to get training or find a job. To find out if an individual is eligible for services, a DRS counselor will look at medical and school records. The individual and his or her DRS counselor will then identify the person's assets and limitations and what support is needed. As part of the individual's transition plan, an Individualized Written Rehabilitation Plan (IWRP) will be developed. DRS provides many services, some of which include:

- Assessment to determine individual needs;
- Guidance in choosing, preparing for, and finding suitable employment;
- Individual vocational counseling during rehabilitation and on the job;
- Assistive technology to increase an individual's ability to work, such as adapted equipment or work site modifications;
- Vocational training after high school to prepare for employment; this may include tuition, fees, books and supplies for education in a college, university, trade school, or on-the-job

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- training;
  - Assistance with added costs incurred because of a rehabilitation plan;
  - Job placement assistance; and
  - Job-related tools and licenses for individuals who are ready to go to work.

**Centers for Independent Living**

Independent living is often overlooked in the transition planning process; however, all students need to know how to access support for future living arrangements. Centers for Independent Living can assist students in identifying individual goals in a wide variety of areas: socialization, housing, attendant management, financial management, transportation, sexuality, food preparation, community resources, recreation and leisure activities, health care, peer support, employment and educational opportunities, safety, self advocacy, individual rights, and time management. The team needs to get information about these resources early in the transition planning process.

**State Services for the Blind and Visually Handicapped (SSB)**

If an individual has a visual impairment, with or without additional physical or mental disabilities, the Minnesota State Services for the Blind and Visually Handicapped (SSB) can offer assistance in transition planning. An SSB counselor can be part of a student's transition planning team, and can assist in creating a transition plan. Some of the services available from SSB include:

- Adjustment to blindness, including orientation and mobility training and rehabilitation counseling;
- Low vision services;
- Counseling;
- Assistance in finding and keeping a job;
- Tools and supplies needed to reach goals;
- Telecommunication and sensory aids; and
- Vocational training.

**County Social Services**

County social services play a crucial role in assisting individuals in meeting a variety of essential daily needs, such as housing, employment, financial support, health care, and transportation. County

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case managers are the key to accessing these services and supports. The case manager can determine eligibility for services, help identify which services are needed, seek out appropriate services, and coordinate service delivery. Direction for the case manager's involvement comes from a person's Individual Service Plan (ISP). County social services are available in the categories of developmental disabilities, mental health, hearing impairments, and general assistance. Some of the services that may be provided by county social services include:

- Case management to individuals eligible to receive services such as Intermediate Care Facilities for persons with mental retardation (ICFs/MR), home and community-based services, semi-independent living services, day training and habilitation services, employment services and support, and mental health services;
- General relief programs, which provide assistance to persons who are needy and temporarily disabled who cannot qualify under the Supplemental Security Income Program (SSI) of the Social Security Administration;
- Medical assistance program which seeks to provide medical assistance to individuals who receive payments from any of the various public assistance programs;
- A program which provides food stamps for people who qualify under certain income, living arrangement, and maximum resources requirements.

**Private Industry Council — Job Training Partnership Act**

The Private Industry Council is a local committee that helps govern the implementation of the Job Training Partnership Act (JTPA). The JTPA is a program to enlist employers as partners in vocational training programs; the program can include both work experience and on-the-job training. Activities that occur during transition planning for eligible individuals may include:

- On-the-job training conducted in the work environment to enable the trainee to learn a specific occupation through demonstration and practice;
- Customized training, which often includes classroom education as well as on-the-job training, designed to meet the individual's needs;
- Job search assistance in a small group setting, which could include working on interviewing techniques, resume prepa-



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ration, uncovering job leads and instruction regarding how to keep a job.

Rehabilitation  
Facilities and Day  
Training and  
Habilitation Centers

Both of these types of services require referral from another agency, usually the Division of Rehabilitation Services, State Services for the Blind, or county social services. Activities that occur during transition planning for eligible individuals may include:

- Vocational evaluation and counseling;
- Training in daily living, occupations, and personal or social skills;
- Adult basic education; and
- Job placement and follow-up.

Employers

Employers can assist during the transition planning process by:

- Providing information on a student's work habits and skill levels (if the student is working) or information for a student and family on the skills needed for certain kinds of work;
- Offering job sites for training or placement and becoming integrally involved in a student's learning; and
- Offering their expertise at "career days" and as guest speakers.

Advocacy Services

Advocacy services may be available from a number of sources, such as PACER, local Arcs (formerly the Association for Retarded Citizens), LDM (Learning Disabilities of Minnesota), or the Minnesota Disability Law Center (Legal Advocacy). Services may include:

- Advocates for persons with disabilities;
- Involvement with legislation affecting persons with disabilities;
- Information and referral regarding potential services;
- Investigation and intervention; and
- Legislative support for lawyers working for clients with disabilities.

Post-secondary  
schools

Post-secondary education can be pursued in public and private colleges, universities, community colleges, technical colleges, and business and trade schools. Most post-secondary schools have staff specifically assigned to counsel students with disabilities. Some

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schools work closely with high schools to provide training during the final years of high school. During the transition planning process, post-secondary support staff can provide information on survival skills, the application process, and support services offered by the institution.

**Community members**

Students are first and foremost members of their communities—the places where they work and live, and the people that they know and care about. Therefore, the involvement of community members in the transition process is natural and logical. Communities should be supported in learning about the needs of their citizens with disabilities, and then be expected to include citizens with disabilities in community services, transportation, economic development, housing, recreation and leisure activities, clubs, and organizations.

**Other Resources**

A number of other resources exist that may be useful in the IEP/transition planning process. For example, a representative from the Social Security office can provide information regarding rules and regulations for persons with disabilities and application forms. Mental health centers can provide evaluations and support through therapy, counseling, and consultation. The state Job Service offices provide job listings and can help with making applications and employer contacts. An array of health services such as family planning, nutrition, personal health care, pre-natal care, and assistance with on-going health issues can be provided by public health nurses or other health care providers. Depending on the individual student, representatives from these agencies may be included on the IEP/transition planning team.

***IEP/Transition Planning Team Considerations***

A number of tasks and activities occur before, during, and after the IEP/transition planning meeting. In order to collaborate on a successful transition plan, team members will want to keep in mind the following guidelines:

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Before an IEP/transition Planning Meeting:

- The student, parent(s) and IEP manager develop and approve the list of people to invite to the IEP/transition planning team meeting.
- All team members should be given reasonable advance notice to participate in IEP/transition planning meetings.
- The student and family member (or school staff on request of the student and/or parents) should invite potential service providers. The invitation should be made far enough in advance so that the provider will have an opportunity to get to know the student before the IEP/transition planning meeting. It is very uncomfortable to be assisted in personal planning by someone you have never met.
- Assessment information should be compiled and shared with participants *before the IEP/transition planning meeting*. Planning meetings should not be dominated by a discussion of the student's academic deficits, but rather focused on planning for the student's future. Students can send their assessment information to service providers and home to their parents to give them ample time to prepare for the meeting.
- All participants need to know what will take place at the meeting so they know how to prepare.
- Students should meet with an instructor or advisor to review their previous goals, interest inventories, and transition surveys so that they are prepared for the meeting. Parent and service provider surveys should also be completed before the meeting.

During an IEP/transition Planning Meeting:

- Everyone included as a team member should be given an active role in the planning meeting. Team members are not likely to attend many meetings if they do not feel that they have made a valuable contribution.
- IEP/transition planning meetings where many people are in attendance are not the place to bring up personal issues, such as grooming or showering habits. The meeting should be kept positive so that the student will look forward to the future and to being included in the planning process.
- All individual plans for a student (e.g., IEP, IWRP, ISP) could be developed cooperatively at the same meeting to assure that all are working together.

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- The completion of pre-meeting activities will ensure that the large team meeting can be completed in a reasonable period of time.

After an IEP/transition Planning Meeting:

- A copy of the completed IEP/transition plan should be made available to the student. For example, students could keep a copy in their own transition file folder or box and check off objectives as they are completed.
- Students and family members should have opportunities to check to see if all responsibilities designated in the IEP/transition plan are being carried out.

*"IEP/transition planning meetings don't take any more meeting time; most of the before and after components can be incorporated into classroom instruction."*

*Special Education Teacher*

*"I am actually excited about attending transition meetings. They are so positive and productive. I actually have a role and we have developed a great plan with my daughter. It's a lot better than listening quietly to test scores that highlight her weaknesses!"*

*Parent*

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## Part 3

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## Planning for Life after High School

*"Deciding what people need—that would be easy. Asking people what they want, and then listening to their answers, is what's hard. I'm proud to say that's what I do for a living."*

*(from Mouth: The Voice of Disability Rights, 1993)*

In many ways, starting the process of transition planning is like making preparations for a journey. Unless the travelers have an idea of the destination, it's hard to know what to pack. Unless the team has some sense of a vision for the future, the IEP/transition plan may not focus on the goals and objectives necessary to help a student get where he or she wants to go.

Traditionally, a student's plans for the future have not been a part of IEP development. Each year new goals and objectives are selected based on assessed needs, but without anticipating possible adult outcomes. This section of the guide provides ideas about ways to assist students and their families in selecting and refining their plans for adult life. The process for selecting long term goals can begin before or as part of the assessment process and can be accomplished in a number of ways:

- An individual interview with the student;
- A parent or family interview over the telephone or in person, or sending an interview form home for families to complete before a planning meeting;
- In instructional settings, such as small group discussions, instruction on the transition areas, or speakers, presenters, and short lessons.

There are a variety of tools available to assist 14 year-old students as they begin to consider life after high school. For example, an interview survey that was designed and has been used successfully by the Saint Paul Public Schools is included under Question 7 in Part Six. Another survey for students, parents, and professionals can be found in the publication *Teaching the Possibilities: Identifying Individual Transition Needs* which is described under Question 19 in Part Six. You may also want to add other interest surveys to the resource section.

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Once the interview information has been gathered, the student and family members are asked to describe what they envision as future adult outcomes in each of the five transition areas:

- **Home Living.** Developing necessary skills to live as independently as possible: e.g., cooking, cleaning, money management, personal grooming, nutrition, issues of sexuality, health care, and choosing an adult living situation.
- **Recreation and Leisure.** Knowing about and experiencing social and free time activities: e.g., movies, plays, listening to music, spending time with other people, and hobbies.
- **Community Participation.** Accessing community resources including people, places and activities in the community: e.g., access to transportation, businesses, and governmental agencies.
- **Jobs and Job Training.** Developing employment skills: e.g., developing good work habits, opportunities for community work experiences, and vocational training.
- **Post-Secondary Training and Learning.** Developing skills to access life-long learning opportunities: e.g., preparation for and application to technical colleges, community colleges, universities, adult education, or community education.

## ***Checklists for Future Goals***

In order to guide the discussion of future adult goals in each of the five transition areas, the following checklists may be helpful. These are some of the more typical choices that reflect a range of possible adult outcomes. The "other" category can be used for choices not on the list. Indicate the degree of interest a student has for the outcome chosen. If a student is very interested, it is also important to indicate the degree of anticipated support the student will require to reach this outcome.

After completing each checklist, summarize in sentence form the student's future adult outcome choices for each transition area. Include in the summary the student and family's interests, prefer-

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ences and needs; for example: "I am interested in some type of training after high school, but I am undecided about what type of training. My parents think a trade school or technical college would be best, but we are not sure what is offered or what support is available to help me." These choices should then be reviewed and refined at least annually and used to determine annual IEP goals and objectives.

There is not a specific place on the IEP form itself to record the future adult goals chosen through this process. The most practical place to record this information so that it is available for all team members and can be updated annually is under the "Present Levels of Performance."

## Future Adult Goals for Jobs and Job Training

The number in each box below tells my interest and the amount of support I might need.

1 = none

2 = minimum

3 = moderate

4 = maximum

Future Adult Goal	Interest	Support
Part time employment		
Full time employment		
Indoor work		
Outdoor work		
Sit down work		
Active and physical work		
Large business setting		
Small business setting		
Near home		
Within commuting range		
Work with people		
Work alone		
Other		

Summary:

## Future Adult Goals for Post-secondary Education and Training

The number in each box below tells my interest and the amount of support I might need.

1 = none

2 = minimum

3 = moderate

4 = maximum

Future Adult Goal	Interest	Support
Community college		
Community education		
Technical college		
Four-year college or university		
Trade or business school		
Other		

Field of study I am interested in:

Summary:



## Future Adult Goals for Home Living

The number in each box below tells my interest and the amount of support I might need.

1 = none

2 = minimum

3 = moderate

4 = maximum

Future Adult Goal	Interest	Support
Live alone and independently		
Live with friends or roommates		
Live with other relatives		
Live with spouse		
Live in supervised setting		
Other		

Summary:

## Future Adult Goals for Recreation and Leisure

The number in each box below tells my interest and the amount of support I might need.

1 = none

2 = minimum

3 = moderate

4 = maximum

Future Adult Goal	Interest	Support
Hobbies		
Participatory sports		
Spectator sports		
Social activities (dating, dancing)		
Cultural activities (museums, plays)		
Rest and relaxation activities (beach)		
Vacations and travel		
Other		

Summary:

## Future Adult Goals for Community Participation

The number in each box below tells my interest and the amount of support I might need.

1 = none

2 = minimum

3 = moderate

4 = maximum

Future Adult Goal	Interest	Support
Voting		
Shopping for personal goods		
Using public or personal transportation		
Accessing health care services		
Using community banking services		
Participating in religious activities		
Seeking support from public agencies		
Participating in clubs or organizations		
Other		

Summary:

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## **Considerations for the Team**

It is essential that the IEP/transition planning team understands the student's adult goals. When considering goals for the future, avoid limiting your thinking to what you know is now readily available. Try to think beyond the services provided by agencies and focus on the support students would need to reach their personal goals. This is not easy; sometimes it seems impossible.

In planning for the future, the team should consider the student's entire family and the support they can provide in the process. Sometimes the needs of different family members are in conflict with one another. There may also be times when family members disagree about what they believe is right for the person with the disability. Nevertheless, involvement by family members is important.

Reaching consensus takes a lot of time and discussion, which is one of the reasons that it is important to start transition planning at age 14. The most important task is to come to a clear understanding of the student's desires and then to build on that annually. *Don't start over every year!* The real art of good transition planning is to build and refine the plan throughout each year of a student's high school career. Having transition information available on a computer is an efficient way to accomplish this.

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## **Part 4**

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# **Transition Assessment**

Planning for post-school life must be based not only on a person's future adult goals, but also on a thorough and ongoing assessment of an individual's skills in all transition areas. Assessment reveals an individual's strengths and weaknesses, information which can then be used as the basis for making educational and post-school decisions. For students over age 14, all assessments should focus on the individual's desired adult goals.

Assessment should involve the use of several instruments and approaches in order to provide a broad range of information about a student. For example, achievement tests used in the classroom can contribute information about a student's skills in reading, math, or other subject areas. Psychometric tests can be used to measure interests, personality, or aptitudes.

Observing a student in a variety of settings also contributes valuable information on areas such as attentiveness, dexterity, attitude, and skill levels. Particularly good observational and anecdotal information about students comes from their parents, since parents and other family members are generally most familiar with the levels of skill proficiency of their sons and daughters. Students, too, may also be a rich source of information about their skill levels, interests, and attitudes.

Educators and others who administer assessments should use a student's adult goals as a guide when determining areas to assess. They should then assess a student's current skill levels and the anticipated skills needed to meet those adult goals. Whatever the methods used in assessment, the end result should be a more thorough understanding of a student's skills in each of the transition planning areas.

### ***Transition Areas to Assess***

Five transition areas must be assessed and annually addressed in

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the IEP/transition planning process for all Minnesota students with special education needs age 14 years and older. These transition areas are:

- Home Living: developing necessary skills to live as independently as possible;
- Recreation and Leisure: knowing about and experiencing social and free time activities;
- Community Participation: accessing community resources including people, places, and activities in the community;
- Jobs and Job Training: developing employment skills; and
- Postsecondary Education and Training: developing skills to access life-long learning opportunities.

**Remember: transition assessment information is not worth gathering unless it is useful in making decisions that will assist students in planning and fulfilling their dreams for adulthood.**

Look carefully at the assessment information your district is collecting. Who is using it and for what purposes? Sometimes decisions made years ago about assessments given to all students with particular disabilities need to be reexamined. It may be necessary to replace old assessment tools with new instruments that yield information more useful for transition planning. Information may also be collected in non-traditional formats, such as interest inventories given in social studies classes, or information gathered by other agencies. Avoiding duplication of assessments is both respectful of students and their families and saves money that could be used to provide services.

### ***Plan for Assessment and Reassessment***

Following is a suggested plan for assessing students with disabilities throughout their transition years.

1. By the time a student with an IEP reaches age 14 or grade nine, he or she needs a multidisciplinary assessment of transition needs and a plan for obtaining services to meet those needs. School districts with Carl D. Perkins funding need to begin vocational awareness activities for students in 8th grade. This assessment and plan should be updated annually.

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2. For initial referrals, transition assessment cannot occur until signed parent permission is received. Permission is given when a parent or guardian signs the "Notice of an Educational Assessment/Reassessment Plan." For students with an existing IEP, reassessments may begin unless the parent(s) or guardians object in writing within ten school days after receiving the request.
  3. In addition, school districts can develop brochures or letters further explaining transition to parents (see sample letter below). These may be sent with the "Notice of an Educational Assessment/Reassessment Plan" or with the notice of an IEP/transition planning meeting.
  4. For transition planning, all five areas must be addressed using more than one assessment tool. In many instances, the use of surveys, interviews, observations and formal or standardized assessments will provide the most effective transition assessment tools.
  5. In general, a student's IEP Manager will be the primary person to ensure that transition assessment and planning is carried out. Other members of a student's planning team may and should conduct any appropriate assessments to obtain a holistic picture of the person.

Sample letter to parents/guardians describing initial transition activities

Dear Parent/Guardian:

I am writing to tell you about the many transition preparation experiences and opportunities available for your son or daughter when he or she enters senior high school. Our school district is highly committed to providing students with quality services to help them make the important transition from high school to adult life. Below is a list of some of the possible experiences and support options your son or daughter may select in high school.

(List options)

Successful transition planning requires early and continual involvement of the student, parent and/or guardian, counselors, and teachers. The IEP process should serve as an information gathering time for helping to identify your son or daughter's present and future transition and educational needs.

I will be giving your son or daughter information and handouts about the transition services available in our school and community. Please take the time to go over this information with your son or daughter. If you have any comments, concerns, questions or need additional information about any of the services listed above, feel free to give me a call.

Sincerely,

Your name

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## ***Assessment Team Members***

The role of the assessment team is to determine a student's initial or continued need for special education and transition services. The key assessment staff for a student should be strongly encouraged to participate in the Assessment Team Summary meeting. Involvement by key staff in the summary meeting will help in developing team consensus. Although there are no legal requirements for parents or students to attend the Assessment Team Summary meeting, their attendance and participation will provide the team with an understanding of the student's strengths and limitations; this information can then be used in transition planning. Each assessment team member is required to sign the Assessment Team Summary Report and include his or her title.

## ***The Assessment Team Summary Meeting***

The Assessment Team Summary meeting begins with a review of each of the performance areas addressed on the IEP:

- Intellectual functioning;
- Academic performance;
- Communicative status;
- Motor ability;
- Sensory status;
- Health/physical status;
- Emotional and social development, and behavior skills;
- Functional skills; and
- Transition.

For students age 14 and older, the review should also include the student's current status in each of the transition areas: Home Living, Community Participation, Recreation and Leisure, Jobs and Job Training, and Post-Secondary Education and Training. The review of the student's skills in each transition area should be focused on the relationship of the skill to the student's long range goals. This review will then be the basis for determining special education services at the IEP meeting. It is essential that this review be conducted prior to the IEP/transition planning meeting. Teams should avoid spending too much time at an IEP meeting discussing a

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student's assessment results and not enough time using these results for planning.

An assessment manager should be designated to facilitate the Assessment Team Summary meeting and to be responsible for the written report. The person facilitating this meeting might begin by reviewing the transition areas and asking team members to report their data in relationship to the transition areas. The present level of performance of each area must be incorporated in the narrative as a part of a student's functioning in current and anticipated (future) environments; it would also include a student's current situation in relationship to his or her future planning.

An Assessment Team Summary Report must be completed and written in a way that is informative to all team members, including parents and students. *It should not be written in special education language meaningful only to professionals.* Test scores, for example, must not only be reported as numbers on the Assessment Team Summary Report, but also must be interpreted so that all team members can easily understand the information presented.

The Assessment Team Summary Report can function as the student's "Present Level of Performance" on the IEP. Present levels of performance must be included on the IEP for all areas (intellectual, academic, communication, sensory, etc.), including areas directly related to transition. The Assessment Team Summary Report is used for initial assessments and three-year reassessments. The Present Level of Performance is used to record annual updated information each year that a reassessment is not needed.

There are many assessments that could be used to determine a student's strengths and limitations in the transition areas. Several of these are described in the guide *Teaching the Possibilities: Identifying Individual Transition Needs*, (for more information see Question 19 in Part Six). A sample list of these assessments and the transition areas they address is shown in the matrix that follows.



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In Part Six of this guide there is a model for recording and summarizing assessment information about a student so that it can be used when developing an IEP/transition plan (see Question 4).

Sample list of assessment devices described in  
"Teaching the Possibilities: Identifying Individual Transition Needs"

Assessment Device	Jobs	Home Living	Red Leisure	Comm. Partk.	Postsec. Education
AAMD Adaptive Behavior Scale	x	x			
Barsch Learning Style Inventory					x
Becoming Independent	x	x		x	
Career Assessment Inventories for the Learning Disabled	x				
Career Assessment Inventory	x				
Checklist for Adaptive Living Skills	x	x		x	
Community-based Curriculum: Instructional Strategies for Students with Severe Handicaps	x	x	x	x	
Community Living Assessment and Teaching System		x			
Curriculum-Based Vocational Assessment: Minneapolis Public Schools	x				
Developing Self-Advocacy: A Transition Guide for Learning Disabled Students					x
Enderle-Severson Transition Rating Scale	x	x	x	x	x
Functional Living Skills for Moderately and Severely Handicapped Individuals	x		x	x	
Inventory for Client and Agency Planning		x	x	x	x
Learning in Functional Environments	x	x	x	x	
Learning Styles Inventory					x
Leisure Education for the Handicapped			x		
Life Centered Career Education	x	x	x	x	
Student Transition Questionnaire	x	x	x	x	x
Tests for Everyday Living	x	x			
Tools for Transition					x

## **Part 5**

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# **Developing the Transition Plan**

Once the preparations have been completed, the IEP/transition planning team meets to develop the transition plan. As described previously, the purpose of a transition plan is to:

- Develop a clear vision of the best future for a student (future planning);
- Paint an accurate picture of a student's current situation (assessment); and
- Identify specific annual goals and objectives (IEP development).

The formal education document that contains the transition plan is the IEP (Individual Education Plan). Students who receive services from the Division of Rehabilitation Services will have an Individual Written Rehabilitation Plan (IWRP). Sample IWRP forms can be found under Question 9 in Part 6. If a student receives social services from the county, he or she will also have an Individual Service Plan (ISP). This section provides an overview of the various components of the IEP/transition plan, and includes a number of specific examples.

The guidelines in this section are intended to do more than simply increase compliance in writing proper IEPs. Rather, they are offered as a tool for assisting students and their IEP/transition teams in the development of quality transition plans that will assist the student in achieving his or her goals for the future.

On the following page is a description of a "typical hypothetical" IEP/transition situation. As you read the rest of this section, keep this scenario in mind.

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## Example:

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Mr. Stevens, the IEP meeting facilitator, and Tom, his student, are welcoming the IEP/transition planning team to the planning meeting.

Mr. Stevens: Tom and I would like to thank all of you for coming here today. We are meeting to assist Tom in choosing goals for the next year and to further refine his post-school goals. This is how the meeting will proceed. First, Tom will share his goals for the future with us and give us an idea of how he is doing now—what the IEP form refers to as his "present levels of performance." These levels are based on the results of Tom's assessments, which he keeps in his transition planning folder. You're all welcome to comment on the assessment results, since Tom sent each of you a copy to review for this meeting. We will use these results to help Tom figure out what his goals and objectives will be for the next year. Any questions? Okay, Tom, it's all yours.

Tom: Thank you, Mr. Stevens. Starting with the jobs area, last year I had two jobs. The first one was in a restaurant. Yuck! All that dirt and grease and noise. And I didn't like my boss either. Then I went to work in an office at a big company. Now that's my kind of work! When I get out of school I want to work in an office with lots of people around that dress up nice. At my job I stuffed envelopes and delivered mail all over the building. I want to do more than that. I want to use a computer and make copies on the copy machine and I bet I could even answer the phone if I worked on it. I really want to learn how to type on a computer. My assessment shows that I'm pretty good at reading stuff, but I never typed anything before.

During the meeting that follows, team members ask questions and offer comments that help Tom clarify his future goals in each transition area. The team then discusses goals for the next year.

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## ***Goals and Objectives***

Annual goals state in broad terms the behaviors or skills a student is expected to master within 12 months; annual goals are an essential component of the IEP. Each goal statement includes a description of the following:

- The behavior to be changed;
- Direction of the change;
- Present level of performance; and
- The expected annual ending level of performance.

Objectives follow goals and form the basis for determining a student's progress. Each objective should be directly related to an annual goal. Objectives describe what a student is expected to accomplish in a particular area within some specified period of time, and determine the extent to which a student is progressing toward meeting his or her goals. The four parts of an objective are:

- Conditions or circumstances under which the behavior is performed;
- Performance of a specific behavior;
- Criteria for attainment or level of performance; and
- Target date indicating a projected performance attainment time frame and evaluation procedure.

Once a student has begun the process of transition, goals and objectives should reflect the team's focus on the student's future as an adult. The IEP should include a description of the student's present level of performance, followed by a statement of special education needs. The identified special education needs are then put into action through annual goals that will involve more than one objective. Once a student has reached age 14, the IEP should focus on annual goals and objectives that relate to the transition from school to adult life.

### ***Sample IEP/transition Planning Components***

**On** the next several pages are some examples that illustrate how each of the IEP/transition planning components are related. The students described represent a variety of ages and disabilities. Note how in each example the following components fit together:

- 
- Desired adult outcomes;
  - Present levels of performance;
  - Special education needs;
  - Annual goals; and
  - Instructional objectives.

Sample forms that many used to record IEP information are included under Question 8 in Part 6.

## **Community Participation**

*In this example, Allison is 14 years old and has physical and health impairments.*

**Future Adult Goal:** I want to be able to vote, go shopping on my own, keep up my own health care, and join some community clubs or organizations as an adult. I also want to travel in my community on my own.

**Present Level of Performance:** *Community Participation:* I can operate my electric wheelchair independently on flat surfaces. I have not had many chances to become very involved in community activities, but I am interested in becoming more involved in both school and community organizations. I have relied on my parents and older brother to take me places in their lift-equipped van.

*Physical/Health Status:* My parents take care of most of my health care needs, including giving me my daily medications, making all medical appointments, and speaking up for me to my health care providers.

**Special Education Needs:** *Community Participation:* I need to learn to choose and make plans to be part of school and community organizations. I also need to learn to use public transportation.

*Physical/Health Status:* I need to know more about my health care needs and learn to take care of them on my own.

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**Annual Goal #1:** I will increase my participation in extra-curricular school activities from none to one per quarter by June, 1994.

- Instructional Objectives:**
1. Given a list of extra curricular activities, I will pick one activity to get involved in each quarter and will make an appointment to talk to the activity advisor ahead of time to figure out if I want to get involved and to discuss accessibility and accommodations. I will pick an activity at least two weeks before the beginning of each quarter, as monitored by my IEP manager.
  2. Given a bus schedule and the right amount of change, I will get on the right universally accessible city bus, pay the fare, and get off the bus at a school or community activity with 100% accuracy by June, 1994, as monitored by my Orientation and Mobility instructor.

**Annual Goal #2:** I will increase awareness of and responsibility for meeting my own health care needs from little awareness and responsibility to a satisfactory understanding and independent self-medication by June, 1994.

- Instructional Objectives:**
1. Given weekly hour-long meetings with a peer counselor from the Center for Independent Living, I will be able to describe how my disability affects me physically with 90% accuracy by January, 1994, as monitored by my peer counselor and by my IEP manager.
  2. Given a weekly medication schedule and sectioned pill box, I will self-administer daily medications with 100% accuracy as recorded by me and monitored by my parents and school nurse.

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## **Jobs and Job Training**

*Sue is 20 years old and has moderate developmental disabilities.*

**Future Adult Goal:** After having lots of jobs, I decided that I like and am best at working in an office with lots of people around.

**Present Level of Performance:** *Jobs and Job Training:* I have had six years of community vocational training during high school in the areas of office work, light industry, food service, and housekeeping. I have needed less help with each new job. I am most interested and best at working in office settings doing collating, labeling, and mailing. I need a lot of training when first beginning a job, but once I catch on, I am able to work mostly on my own with some help from my coworkers.

*Functional Skills:* I have independent personal care skills but still need work on keeping up a daily self-care routine quickly enough to make it to school or work on time.

**Special Education Needs:** *Jobs and Job Training:* Since this is my last year of school, I need to find a job and some support in an employment setting that will continue after graduation. Connections with adult support services need to be made so I can keep getting help on the job when I need it after high school.

*Functional Skills:* I need help learning to keep up a daily routine of independent personal care that can be completed in time for me to leave for school or work.

**Annual Goal #1:** During this final school year, I will apply for and be hired in a clerical employment position where I will progress in independence from full-time support to a daily check by school support personnel with support by co-workers as needed.

**Instructional Objectives:**

1. With the help of my transition team, I will look for a job near my home. When I find a job I like, I will increase independence on the job from 100% support to a daily check by June, 1994, as monitored by my work experience coordinator.



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2. With the help of my parents and county case manager, I will meet with providers of employment support services and pick an agency to provide job support as needed after high school. This selection will take place by December, 1993.

Annual Goal #2:

I will increase my speed and consistency in my personal care routine from regularly forgetting some tasks and being too slow to get to school and work on time to completing all tasks daily and getting to school and work on time by June, 1994.

Instructional Objectives:

1. Given a laminated picture checklist of daily personal care tasks to complete, I will check off each task as completed, with 100% completion rate 4 out of 5 days per week by June, 1993, as monitored by my sister and special education teacher.
2. Given a kitchen timer, I will decrease the time it takes me to get ready for school and work in the morning from my current rate of two hours to one hour and 30 minutes, 4 out of 5 days per week by June, 1993, as monitored by my sister and special education teacher.

## Home Living

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*In this example, Thomas is 16 years old and has severe developmental disabilities. Thomas does not communicate through speech, so members of his team are writing this plan on his behalf.*

Future Adult Goal:

Thomas will continue to live with his family for a while after completing high school at age 21. He enjoys having his own room, surrounded by his own things; he also likes the company of people who are quiet and caring. We can tell this by the way Thomas relaxes and smiles when he is in his room and around his family and friends. He gets agitated when he has to share a room at his respite provider's home, when he is in the hospital, or when he is around loud people and strangers. A future living situation with a

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lot of people or with noisy people would not suit Thomas. At some point, Thomas' family hopes that he can share a quiet house or apartment with another man who is caring and quiet. From past training, it appears that Thomas will need continual support with personal and daily living activities throughout his adult life.

**Present Level of Performance:**

Thomas currently lives at home with his family and is learning to be responsible for his own personal care. He has learned some basic cooking skills (i.e., making juice, toast, and pizza), and can clean his room with some assistance. Thomas' parents would like to see him increase his independence around the house by choosing when and what to eat for a snack, preparing his own bag lunch, getting up and dressed on his own in the morning, and possibly learning to do his own laundry.

**Special Education Needs:**

Thomas needs to learn the following skills to increase his independence in home living: personal care and grooming, additional basic cooking, housekeeping, waking up to an alarm clock, dressing, basic laundry, and making choices when presented with more than two options.

**Annual Goal #1:**

Thomas will increase his skills in choosing and preparing snacks and simple meals from being able to select a food item when two items are set in front of him and preparing about five food items, to selecting a snack from the refrigerator or cupboard and preparing up to ten food items, including breakfast, snacks and a bag lunch.

**Instructional Objectives:**

1. Given a stocked refrigerator and cupboard, Thomas will select the snack of his choice after school on 4 out of 5 school days per week by the end of the school year as monitored by his mom and his teacher.
2. Given a stocked refrigerator and cupboard, Thomas will select and prepare at least five new breakfasts, snacks, and bag lunches with 80% accuracy by the end of the school year as monitored by his mom and his teacher.

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**Annual Goal #2:** Thomas will increase his personal care skills from 50% accuracy to 80% accuracy and from three days a week to six days a week.

- Instructional Objectives:**
1. Given a picture list of personal care tasks and a toothbrush, toothpaste, comb, washcloth and soap, Thomas will complete all grooming tasks with 80% accuracy by the end of the school year as monitored by his mom and his teacher.
  2. Given a calendar, Thomas will check off each day that he completes his grooming routine with 6 out of 7 days completed by the end of the school year as monitored by his mom and his teacher.

### ***Post-secondary Education and Training***

*In this example, Jessie is 17 years old and has learning disabilities and a visual impairment.*

**Future Adult Goal:** I want to work in the law enforcement field, maybe as a dispatcher. I plan to go to a post-secondary school that has training in law enforcement.

**Present Level of Performance:** I have shadowed a police officer and have been a police explorer for two years. I have visited several technical colleges and community colleges and have checked into housing and public transportation at each site. I keep track of all this information in my transition folder. I understand my personal strengths and weaknesses and have learned how to advocate for the accommodations I need to help me be successful.

**Special Education Needs:** I need to apply at the post-secondary schools I like the best, figure out how to pay for it, and work at getting the accommodations that will help me successfully complete the program.

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**Annual Goal #1:**

I will increase preparation activities for Fall, 1994 entry into a post-secondary setting that offers a program in my interest area from having visited several post-secondary sites to completing an application and being accepted into an educational setting, finding financial aid, and setting up accommodations by graduation this spring.

**Instructional Objectives:**

1. Given registration materials for post-secondary schools of interest, I will complete the necessary forms with 100% accuracy by the end of second semester as determined by my school counselor.
2. Based on my learning strengths and weaknesses, I will correctly list all the resources available at the post-secondary sites I am interested in before enrolling in my selected school program by the end of the second semester as determined by my advisor.
3. I will travel by city bus to the office of my State Services for the Blind counselor and meet with my counselor at least four times over the course of the school year for assistance in planning and funding my post-secondary education as monitored by my SSB counselor.

**Recreation and Leisure** 

*In this example, John is 15 years old and has emotional and behavioral disorders.*

**Future Adult Goal:**

I am not sure what types of recreation or social activities will interest me as an adult because I have just not given it much thought.

**Present Level of Performance:**

*Recreation and Leisure:* I went to one school dance and I like to watch and do sports. I tried out for the school play but didn't make it.

*Emotional/social Development and Behavior Skills:* I get left out a lot because I never know what to say and sometimes I do "rude"

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things that turn people off. My mom is worried because I give in to "peer pressure" and then I get in trouble, like when I skip class and go cruising.

**Special Education Needs:** *Recreation and Leisure:* I need to figure out what I like to do, get better at it, and get along with the other people involved.

*Emotional/social Development and Behavior Skills:* I need to learn what to say to people and how to resist peer pressure.

**Annual Goal #1:** I will increase my awareness of recreation and leisure activities from "just not thinking about it" to making a list of things I like to do and want to get involved in as an adult.

**Instructional Objectives:** 1. Given a list of recreation activities, I will write down my interest and skill level in each one with 80% accuracy by the end of first trimester as monitored by my IEP manager.

Given the completed inventory of recreation activities, I will try out one new activity each trimester, decide what I like and don't like about each one, trying not to be too influenced by what my peers think, with 100% completion by the end of the school year as monitored by my IEP manager.

**Annual Goal #2:** I will increase my ability to talk to people I have never met before from not knowing what to say to having a short, but confident conversation.

**Instructional Objectives:** Given instruction in the "Social Skills Strategies," I will state the steps and behaviors with 90% accuracy by the end of first trimester, as judged by my IEP manager.

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2. Given skill lists, I will identify my personal strengths and weaknesses in the area of social interaction by the end of second trimester, as judged by my IEP manager.
  3. Given several practice sessions in meeting new people, I will carry on a short conversation with full confidence by the end of the school year as judged by my IEP manager.

### **Other Assessed Areas**

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Occasionally a student may be assessed in an area where there are no special education needs. The following are some examples of appropriate statements when no special needs have been identified:

**Intellectual functioning:**

Present Level of Performance: Based upon the WISC-R administered by the school psychologist on 9-15-92, Harry's intellectual ability is estimated to be in the low average range.

Special Education Needs: There are currently no special education needs in this area.

**Communicative status:**

Present Level of Performance: Serita expresses herself appropriately and converses with peers and adults on a regular basis without difficulty.

Special Education Needs: There are currently no special education needs in this area.

**Motor ability:**

Present Level of Performance: Sharon is involved in neighborhood sporting activities on a regular basis. During the first trimester, Sharon's English teacher was concerned about illegible handwriting. After talking to Sharon, she realized that Sharon sometimes tries to hide her spelling disability by using messy writing. The teacher suggested that Sharon try using the computer for assignments.

Special Education Needs: There are currently no special education needs in this area.

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**Sensory status:**

Present Level of Performance: Health screenings have indicated that Jacob's vision and hearing are within normal range.

Special Education Needs: There are currently no special education needs in this area.

**Health/Physical**

status:

Present Level of Performance: Rolf and his father both report that Rolf is a healthy teenager. He has not missed school due to illness for the past two years.

Special Education Needs: There are currently no special education needs in this area.

***Periodic Review***

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The purpose of the IEP Periodic Review is to determine progress toward meeting objectives. This review is to be carried out at least once a year. At the IEP/transition planning meeting, the team projects a date for the periodic review to occur and records this date on the first page of each student's IEP. The student and as many transition team members as possible should participate in this review.

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This example illustrates the information that should be documented in the review:

Date reviewed: May 18,1992

Progress made toward this goal and objectives:

I am making satisfactory progress on objective #1. It will be helpful to review my journal again in the fall as a baseline for completing the other objectives.

The student's IEP:

Meets student's current needs and will be continued without changes.

Does not meet student's current needs and the modifications (not significant) listed below will be made without an IEP meeting unless you contact us.

Does not meet student's current needs and the significant changes listed below require a revised IEP. We will be in contact soon to schedule a meeting.

### ***Adaptation of Regular and Special Education***

This section of the IEP can be used to describe adaptations in regular and special education which are needed for students to meet their transition goals and objectives. It should also include any subsequent accommodations to permit successful inclusion of students in regular education settings.

**Examples of Educational Accommodations:**

- Lon will have a vocational technical tutor to guide her through specific tasks required in the work environment for up to 50% of the time when she is learning in community training sites.
- Pat will be graded on progress in vocational placements by using the curriculum-based transition assessment (CBTA) rating system; e.g., job skills, academic skills, and related behavior skills.



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- Sonny will use Metro Transit to attend prescribed community sites with assistance of mobility specialist.
  - Janna uses sign language and requires an interpreter in regular education classes and in community training sites.
  - Tom requires a tape recorder to record, then review, for retaining class information.
  - Marissa needs instruction using visual and oral cues and is to be tested orally.
  - Jane will meet with the Community Education Director to become oriented to after-school and weekend leisure opportunities.
  - A therapeutic recreation specialist will enter into a contract with the district to provide comprehensive leisure skill assessments of Ted.

Examples of  
Graduation  
Adaptations:

- Zak needs additional education beyond age 18 to achieve his unmet transition IEP goals and to secure a diploma.
- Community work experience will be substituted for the social studies requirement.
- Mindy will substitute recreation and leisure skills for physical education.
- For participation in music, credit will be substituted for choral activities to develop Queyhn's leisure skills using a compact disk and audio tape players.

### *Special Education and Related Services*

Service(s): Use the goals (and objectives) listed in the IEP as the vehicle for selecting appropriate services. These can include both school and community services, such as a Division of Rehabilitation Services

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counselor, Public Health Nurse, counselor from the Center for Independent living, and a variety of school staff. The frequency of the direct or indirect contact should also be noted (for example, "daily" or "two times per week") in the service(s) column.

**Minutes/Week:**

When a special education teacher provides consultation listed in the IEP to other teachers serving a student, this should be noted under "Minutes Per Week-Indirect." Services provided directly to students by special education staff in a regular education or resource room setting are to be listed as a "direct" service.

Time spent at community training sites where a student is under the direction of but not always accompanied by a special education teacher should be listed as "indirect" service. A student placed into two or more training/employment settings during a year needs only to have the minutes per week recorded once; it is not necessary to list each setting separately. The employment area is a vocational education service, but within a special education/vocational education collaboration model it may be most appropriate to indicate "indirect" services.

**Service Provider and Telephone:**

Record the names and phone numbers of each staff member and community service provider responsible for providing services to a student. When a "service" is provided by a regular education staff member, with consultation from a special education teacher, record in the service provider column only the special education teacher's name, area of licensure or certification, and telephone number. If a student is directly assisted by a paraprofessional, that person should be listed under this section as well.

**Building Name and Room:**

Students receiving "services" in a special program operated by the school district should have the program name listed in this category, e.g., St. Paul Technical College, Project Explore, etc. Community sites should also be listed under this column.

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## ***Least Restrictive Environment (LRE)***

There are a full range of potential instructional options for students to prepare for transition to adult life while being active and included in their high school communities. Options are only as limited as the creativity of program planners. These activities could be provided by many individuals, such as the following: special, regular and vocational instructors; DRS counselors; county case managers; parents; nurses; school advisors; peers; high school career center staff; work experience coordinators; related service staff; Centers for Independent Living; community educators; and parks and recreation staff.

Some creative options include:

- Regular individual transition counseling by school or rehabilitation counselors; regular, special, or vocational educators; psychologists; school nurses; etc.
- Regular meetings with a transition planning "advisor."
- After school counseling and skill development.
- Summer school development of practical adult life skills (e.g., independent living, vocational, or recreation).
- Workshop days for students to develop future goals or self-determination skills.
- Regularly scheduled class (weekly or monthly) focusing on transition planning—perhaps during study hall—with credit offered.
- Selection of regular education classes that address skills needed in adult life (e.g., home economics, life skills).
- Homerooms that address transition planning components with *all* students.
- Design a "transition course" for elective or social studies credit.

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- A transition planning course sponsored by community education offered in afternoon and evening hours.
  - Site visits for credit or as an alternative assignment.
  - Job shadowing for credit or as an alternative assignment.
  - Vocational education courses, apprenticeships, work experience.
  - Parent-directed home activities.
  - Parks and recreation programs and activities.
  - Work with regular education to allow credit for projects addressing an individual student's need.
  - Attend career fairs or college fairs and visit career centers in local high schools.
  - Arrange for students to attend a student transition conference.
  - Volunteer or service learning opportunities in the student's community.

### ***IEP Team Placement Recommendations and Parental Permission***

When the team has finished developing the IEP, placement decisions are made and recorded on the final page of the IEP. The parent and student must then have an opportunity to review the completed IEP before being asked to sign it. If this is an initial IEP, implementation cannot occur without the parent's signature of approval. If the student has an active IEP and this is a three-year reassessment, the implementation of services (including transition) can occur after a ten-day waiting period if the parent does not sign the IEP.

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**Commonly Asked Questions about  
Transition Planning and Implementation**

This section contains a response to each of the following questions:

1. How is transition defined and supported by legislation?
2. What are the federal guidelines for vocational training in community settings?
3. What is the role of vocational education and assessment in transition planning?
4. How can assessment information be clearly and accurately recorded?
5. What are some practical transition goals and objectives in each of the five areas required in Minnesota?
6. What are some activities and experiences that can assist students in meeting their transition goals?
7. What is an example of a transition survey that could be used with 14-year olds?
8. What does an IEP for Minnesota students with disabilities age 14 and over look like?
9. What do the formal documents used by the Division of Rehabilitation Services look like? What is the "Order of Selection"?
10. How can we assist students in keeping track of their transition planning information?
11. How can information about students be shared between schools and community agencies?
12. What are some strategies for successful collaboration between schools and agencies?
13. What is a Community Transition Interagency Committee?
14. How can we determine who will fund the needed supports for a high school student at a technical college?
15. What Social Security benefits are available for students with disabilities preparing for transition?
16. Are high school counseling services eligible for special education reimbursement?

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- 17. What are the provisions regarding transportation funding for students with disabilities during their high school transition years?**
  - 18. What are the rights of parents in the transition planning process and what are some helpful resources for parents?**
  - 19. What are some written resources that are helpful for transition planning?**
  - 20. Where can we find additional curriculum materials and written resources on transition?**

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## Question #1 : How is transition defined and supported by legislation?

There are several pieces of state and federal legislation that define and support transition, which are described on the following pages.

### ***Federal Definition of Transition Services***

The Education for All Handicapped Children Act has a new name—"IDEA," Individuals with Disabilities Education Act (P.L. 101- 476). This act adds a new definition of transition services, adds transition services to students' IEPs nationally, and makes changes in transition programs authorized under Part C of the law. Following is the new definition of transition services:

"Transition services means a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including:

- post secondary education,
- vocational training,
- integrated employment (including supported employment),
- continuing and adult education,
- adult services,
- independent living,
- community participation.

The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and may include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation."

The law also adds a specific reference to transition services in the overall definition of an "individualized education plan." IEPs must now include "a statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and when determined appropriate for the individual, beginning at

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age 14 or younger), including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting."

The law also attends to the transition needs of students who use assistive technology. Under IDEA, transition programs that get federal funding may "develop and disseminate exemplary programs and practices that meet the unique needs of students who utilize assistive technology devices and services as such students make the transition to post secondary education, vocational transition, competitive employment, and continuing education or adult services."

### **Regulations for IDEA (*Public Law 101-476*)**

The following transition-related IDEA regulations were published in the Federal Register on September 29, 1992 to indicate how IDEA will be interpreted:

**Transition Service Participants:** If a purpose of the meeting is the consideration of transition services for a student, the public agency shall invite the student; and a representative of any other agency that is likely to be responsible for providing or paying for transition services. If the student does not attend, the public agency shall take other steps to ensure that the student's preferences and interests are considered; and if an agency invited to send a representative to a meeting does not do so, the public agency shall take other steps to obtain the participation of the other agency in the planning of any transition services. (300.344)

**Parent Participation:** If a purpose of the meeting is the consideration of transition services for a student, the notice (to parents) must also indicate this purpose; indicate that the agency will invite the student; and identify any other agency that will be invited to send a representative. (300.345)

**Content of Individualized Education Program:** The IEP for each student, beginning no later than age 16 (and at a younger age, if



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determined appropriate), must include a statement of the needed transition services including, if appropriate, a statement of each public agency's responsibilities or linkages, or both, before the student leaves the school setting. If the IEP team determines that services are not needed in one or more of the areas specified, the IEP must include a statement to that effect and the basis upon which the determination was made. (300.346)

**Agency Responsibilities for Transition Services:** If a participating agency fails to provide agreed-upon transition services contained in the IEP of a student with a disability, the public agency responsible for the student's education shall, as soon as possible, initiate a meeting for the purpose of identifying alternative strategies to meet the transition objectives and, if necessary, revising the student's IEP. Nothing in this part relieves any participating agency, including a State vocational rehabilitation agency, of the responsibility to provide or pay for any transition services that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency. (300.347)

## Transition Legislation in Minnesota

Transition legislation in Minnesota predates federal legislation; transition was mandated in 1987 and amended language was passed in 1992:

Every district shall ensure that all students with disabilities are provided the special instruction and services which are appropriate to their needs. The student's needs and the special education instruction and services to be provided shall be agreed upon through the development of an individual education plan. The plan shall address the student's need to develop skills to live and work as independently as possible within the community. By grade 9 or age 14, the plan shall address the student's needs for transition from secondary services to post secondary education and training, employment, community participation, recreation and leisure, and home living. The plan must include a statement of the needed transition services, including a statement of the interagency responsibilities or linkages or both before secondary services are concluded. (*Minnesota Statute 120.17 Subd. 3a*)

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## Minnesota State Board of Education Rules on Secondary Transition Planning:

The following is an excerpt from the State Board of Education Rules that govern transition planning:

By grade nine or age 14, the IEP plan shall address the pupil's needs for transition from secondary services to post secondary education and training, employment, and community living.

A. For each pupil, the district shall conduct a multidisciplinary assessment of secondary transition needs and plan appropriate services to meet the pupil's transition needs. Areas of assessment and planning must be relevant to the pupil's needs and may include work, recreation and leisure, home living, community participation, and post secondary training and learning opportunities. To appropriately assess and plan for a pupil's secondary transition, additional IEP team members may be necessary and may include vocational education staff members and other community agency representatives as appropriate.

B. Secondary transition assessment results must be documented as part of an assessment summary according to part 3525.2750. Current and secondary transition needs, goals, and instructional and related services to meet the pupil's secondary transition needs must be considered by the team with annual needs, goals, objectives, and services documented on the pupil's IEP. (*Chapter 3525.2950*)

### Community Transition Interagency Committees (CTIC).

A district, group of districts, or special education cooperative, in cooperation with the county or counties in which the district or cooperative is located, shall establish a community transition interagency committee for youth with disabilities, beginning at grade 9 or age equivalent, and their families. Members of the committee shall consist of representatives from special education; vocational and regular education; community education; post secondary education and training institutions; adults with disabilities who have received transition services, if such adults are available; parents of youth with disabilities; local business or industry; rehabilitation services; county social services; health agencies; and additional public or private adult service providers as appropriate. The committee shall elect a chair and shall meet regularly. The committee shall:

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- 1) identify current services, programs, and funding sources provided within the community for secondary and post secondary aged youth with disabilities and their families;
  - 2) facilitate the development of multi-agency teams to address present and future transition needs of individual students on their individual education plans;
  - 3) develop a community plan to include mission, goals, and objectives, and an implementation plan to assure that transition needs of individuals with disabilities are met;
  - 4) recommend changes or improvements in the community system of transition services;
  - 5) exchange agency information such as appropriate data, effectiveness studies, special projects, exemplary programs, and creative funding of programs; and
  - 6) following procedures determined by the commissioner, prepare a yearly summary assessing the progress of transition services in the community, including follow-up of individuals with disabilities who were provided transition services to determine the outcomes. The summary must be disseminated to all adult services agencies involved in the planning and to the commissioner of education by October 1 of each year. (*M.S. 120.17 Subd. 16*)

#### **Minnesota State Board of Education Rules on Interagency Committees**

"Subpart 1. Local participation. A district shall establish or participate in a local interagency early intervention committee and a local community transition interagency committee. The local committee shall:

- A. meet at least quarterly to fulfill the duties prescribed in statute; and
- B. report annually when directed to the Department of Education summarizing progress and recommendations.

Operating procedures fulfilling the requirements in each statute must be included in the district's total special education system plan." (*Chapter 3525.0650*)

#### **Minnesota State Board of Education Rules on Requirements for a High School Diploma**

"Beginning at grade nine or age 14 and annually thereafter, the IEP team shall address the graduation requirements for a high school diploma for a pupil.

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- A. The team must determine those courses, programs, or classes that must be successfully completed by regular education students in the regular education program which are needed to attain a high school diploma and are appropriate and attainable by the pupil.
- B. The team must determine those courses, programs, or classes which are needed to attain a high school diploma that cannot be successfully attained by the pupil without special education or are not appropriate for the pupil. These requirements must be modified on the IEP or waived by the team.
- C. The IEP team shall determine the criteria for satisfactory achievement of the IEP goals and objectives including modified courses, programs or classes.

A pupil shall receive an identical high school diploma granted to all regular education students upon graduation or termination of special education services at age 21, with satisfactory attainment of the program plan objectives." (*Chapter 35253150*)

## **Rehabilitation Act of 1973 as Amended in 1992**

The Rehabilitation Act has been reauthorized and extended for five years, until September 30, 1997. Included are a number of amendments that impact transition planning and services:

- Transition Services are defined the same as in the Individuals with Disabilities Education Act (IDEA).
- Determinations by other agencies, particularly educational agencies, regarding whether an individual has a disability shall be used to the extent appropriate, available and consistent with the requirements of the Act.
- It shall be presumed that an individual can benefit from Vocational Rehabilitation Services unless the Division of

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Rehabilitation Services can demonstrate, by clear and convincing evidence, that such individual is incapable of benefiting in terms of an employment outcome. When the issue of ability to benefit concerns the severity of the disability, the Division of Rehabilitation Services needs to conduct an extended evaluation.

- Eligibility determinations are to be made within 60 days, unless exceptional and unforeseen circumstances exist that are beyond the control of the Division of Rehabilitation Services, and the individual concurs with the extension or an extended evaluation is required.

## **Other Legislation that Supports Transition**

In addition to IDEA and the Rehabilitation Act, two additional laws supporting transition are also in place: Public Law 101-392, the Carl D. Perkins Vocational and Applied Technology Education Act, and Public Law 100-336, the Americans with Disabilities Act. Each of these laws gives additional strength and direction regarding the design of transition programs and support services.

### **Carl D. Perkins Vocational and Applied Technology Education Act of 1990**

The Carl D. Perkins Act is federal vocational education legislation that mandates the following assurances for individuals with disabilities. The law requires educators to:

1. Assist students who are members of special populations to enter vocational education programs and assist students with disabilities in achieving the transitional service requirements of IDEA.
2. Assess the special needs of students with respect to their successful completion of the vocational education program in the most integrated setting possible.

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3. Provide the following supplementary services to students who are members of special populations, including students with disabilities:

- curriculum modification
- equipment modification
- classroom modification
- supportive personnel
- instructional aids and devices

4. Provide guidance, counseling and career development activities by professionally trained counselors and teachers who are associated with the provisions of such special services.

5. Provide counseling and instructional services designed to facilitate the transition from school to post school employment and career opportunities.

## **The Americans with Disabilities Act of 1990**

The purpose of the Americans With Disabilities Act (ADA) is to provide a clear and comprehensive national mandate to end discrimination against persons with disabilities. The ADA guarantees equal access for individuals with disabilities in the following areas:

- **Employment:** No employer shall discriminate against any qualified person with a disability in regard to all terms, conditions or privileges of employment. Employers with 25 or more workers must comply by July 26, 1992. Employers with 15 or more workers must comply by July 26, 1994.
- **Public Accommodations:** No person shall be discriminated against on the basis of disability in the full and equal enjoyment of the goods, services, facilities, privileges, advantages, and accommodations of any place of public accommodation, such as restaurants, hotels, doctors' offices, grocery stores, museums, retail stores.

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- **State and local government services:** No qualified individual with a disability may be discriminated against by a department, agency, special purpose district, or other instrumentality of a State or local government.
  - **Transportation:** Transportation services owned by private companies must make new over-the-road buses accessible. Transportation "phase-ins" for accessibility range from 30 days to 3 years.
  - **Telecommunications:** Telephone services offered to the general public must include interstate and intrastate telecommunication relay services. This will allow customers who use non-voice terminal devices, because of their disabilities, to have equal service to those who use voice telephone services. Telecommunications relay services become effective by July 26, 1994.

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**Question #2: What are the federal guidelines for vocational training in community settings?**

The United States Departments of Education and Labor are collaborating to promote opportunities for community-based educational placements while ensuring that applicable labor standards protections are strictly observed. Community work experiences can enhance success in the transition from school to work and increase the likelihood that students will become effective, productive workforce participants. It is essential, however, that students be afforded full protection under the nation's labor laws while participating in a work experience as a part of transition. Program administrators must be aware of potential questions regarding the establishment of an employment relationship between students and participating community businesses. The following guidelines (from *Guidelines for implementing community-based educational programs for students with disabilities*, 1992) have been developed by the Employment Standards Administration (Department of Labor), Office of Vocational and Adult Education (Department of Education), and the Office of Special Education and Rehabilitative Services (Department of Education):

***Statement of Principle*** The U.S. Departments of Labor and Education are committed to the continued development and implementation of individual education programs, in accordance with the Individuals with Disabilities Education Act (IDEA), that will facilitate the transition of students with disabilities from school to employment within their communities. This transition must take place under conditions that will not jeopardize the protections afforded by the Fair Labor Standards Act to program participants, employees, employers, or programs providing rehabilitation services to individuals with disabilities.

***Guidelines:*** Where *ALL* of the following criteria are met, the U.S. Department of Labor will *NOT* assert an employment relationship for purposes of the Fair Labor Standards Act:



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- **Participants will be youth with physical and/or mental disabilities for whom competitive employment at or above the minimum wage level is not immediately obtainable and who, because of their disability, will need intensive on-going support to perform in a work setting.**
  - **Participation will be for vocational exploration, assessment, or training in a community-based placement work site under the general supervision of public school personnel.**
  - **Community-based placements will be clearly defined components of individual education programs developed and designed for the benefit of each student. The statement of needed transition services established for the exploration, assessment, training, or cooperative vocational education components will be included in the student's Individualized Education Program (IEP).**
  - **Information contained in a student's IEP will not have to be made available; however, documentation as to the student's enrollment in the community-based placement program will be made available to the Departments of Labor and Education. The student and the parent or guardian of each student must be fully informed of the IEP and the community-based placement component and have indicated voluntary participation with the understanding that participation in such a component does not entitle the student-participant to wages.**
  - **The activities of the students at the community-based placement site do not result in an immediate advantage to the business. The Department of Labor will look at several factors:**
    1. **There has been no displacement of employees, vacant positions have not been filled, employees have not been relieved of assigned duties, and the students are not per**

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forming services that, although not ordinarily performed by employees, clearly are of benefit to the business.

2. The students are under continued and direct supervision by either representatives of the school or by employees of the business.

3. Such placements are made according to the requirements of the student's IEP and not to meet the labor needs of the business.

4. The periods of time spent by the students at any one site or in any clearly distinguishable job classification are specifically limited by the IEP.

- While the existence of an employment relationship will not be determined exclusively on the basis of the number of hours, as a general rule, each component will not exceed the following limitation during any one school year: vocational exploration, 5 hours per job experience; vocational assessment, 90 hours per job experience; vocational training, 120 hours per job experience.
- Students are not entitled to employment at the business at the conclusion of their IEP. However, once a student has become an employee, the student cannot be considered a trainee at the particular community-based placement unless in a clearly distinguishable occupation.

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### **Question #3: What is the role of vocational education and assessment in transition planning?**

Vocational Education can play an integral role in assisting students with disabilities in determining a future career, in assessing their skills and interests, and in learning the skills needed for future employment. There are many questions concerning the relationship between special and vocational education in schools. The following paragraphs include responses from the Minnesota Department of Education to questions most often asked in this area.

*Is "work experience/handicapped" a special education program?*

"Work experience/handicapped" is a vocational program, not a special education program. It is specially designed for individuals with disabilities and taught by licensed vocational instructors. These instructors follow state board rules and regulations for vocational programs.

*Should work experience coordinators work with special education instructors?*

The collaboration between the special educators and vocational educator is vital to effective transition planning, program delivery, and support services. The roles are clear and some of the responsibilities overlap. The Minnesota Department of Education developed a "Special Education and Vocational Education Planning" guide in 1988. Copies of this guide are available through Minnesota Educational Services, 70 W. County Road B-2, Little Canada, MN 55112-1402, (612) 483-4442 or 1-800-652-9024. The information in this guide will be helpful as you collaborate in delivering secondary programs and services. The logistics of working together, however, need to be determined at the local level between all interested parties.

*Does the vocational assessment fall under the rules and regulations of vocational education?*

Vocational assessment also falls not only under the rules and regulations of vocational education, but also under the requirements of the Carl D. Perkins Act, the Individuals with Disabilities Education Act, the Rehabilitation Act, and JTPA. There is an obvi-

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ous need for coordination of vocational assessment results and procedures due to the overlapping responsibilities.

*What does vocational assessment include?*

Vocational assessment focuses primarily on the area of transition focusing on jobs and job training. Any vocational assessment data should be woven into all components of the IEP, such as "Present Levels of Performance." Coordination and collaboration between special education staff, vocational education staff, and adult service providers must occur to ensure smooth service delivery in areas of overlapping responsibilities. The collection of assessment data is an on-going process that takes place as data becomes available. It is, therefore, not an event that occurs every three years but a continuing, dynamic process of gathering information useful in planning and instruction.

*Is a vocational assessment always required at three year reassessment time?*

The assessment determination plan must include areas of needed assessment and indicate who will be conducting the assessment. Although vocational assessment is not required to be completed at the three year reassessment, it is necessary to determine the needs of the student in terms of post secondary education and jobs and job training. Vocational educators could be part of the assessment team even through the student is not in vocational education at that time.

*Is a traditional standardized vocational assessment required for IEP three year reassessment?*

The assessment determination plan determines the types of assessment instruments, strategies, or tools that will be used for a particular student. A wide variety of vocational assessment instruments are available. A person knowledgeable about vocational assessment should be part of the assessment team and individualize the plan for each student. The plan could include interview surveys, curriculum-based vocational assessment checklists (if the student has been in vocational education), interest inventories, vocational aptitude tests, vocational ability tests, and so on. Guidance counse-

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lors, special education teachers, vocational education teachers, social studies teachers, vocational rehabilitation counselors, vocational evaluators and others all can conduct vocational assessments.

*What is the difference between vocational assessment and vocational evaluation?*

Vocational assessment and vocational evaluation are distinctly different. A vocational assessment could occur through the process described above, conducted by individuals such as job coaches, special education teachers, vocational education teachers, social studies teachers, guidance counselors, employers, etc. Vocational evaluation is time limited and requires certified vocational evaluators to conduct the evaluations, which include work samples and other instruments. This requires specialized training for administration and interpretation.

## Question #4: **How can assessment information be clearly and accurately recorded?**

The following examples provide a simple format to clearly and accurately record assessment information about a student.

### Sample Assessment Recording Checklist **Transition Assessment at a Glance**

Student Name \_\_\_\_\_

School \_\_\_\_\_

Date of Birth \_\_\_\_\_ Social Security Number \_\_\_\_\_

IEP Case Manager \_\_\_\_\_

Dates				Assessments
_____	_____	_____	_____	Parent/Student Survey
_____	_____	_____	_____	Career Interest Inventory
_____	_____	_____	_____	Psychological
_____	_____	_____	_____	Health/Medical
_____	_____	_____	_____	Assessment Team Summary (Reading, Math, Written Language, Other)
_____	_____	_____	_____	Agency Assessment
_____	_____	_____	_____	Career Development Record
_____	_____	_____	_____	Community Perf. Profile
_____	_____	_____	_____	Student Employment Self-Evaluation
_____	_____	_____	_____	Employer's Evaluation

## Outline for Assessment Summary Report

Student: \_\_\_\_\_

Present School Year: \_\_\_\_\_ Date of Summary: \_\_\_\_\_

Case Manager: \_\_\_\_\_

Assessment Status: Initial Assessment  Reassessment

This summary includes: 1) tests/procedures and dates; 2) information reported by parent(s); and 3) present level of performance in all areas. Please attach to this report all other required documentation.

### 1. Intellectual Functioning

Date	Assessment Tool	Results	Type of Results	Evaluator
			___ Standard Score ___ Percentile ___ See Summary Below	
			___ Standard Score ___ Percentile ___ See Summary Below	

#### Summary of Intellectual Assessment

Include summary of above assessment tools, parent and learner input, and learner's present level of performance

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### 2. Academic Performance

Date	Assessment Tool	Results	Type of Results	Evaluator
			___ Standard Score ___ Percentile ___ See Summary Below	
			___ Standard Score ___ Percentile ___ See Summary Below	

#### Summary of Academic Assessment

Include summary of above assessment tools, parent and learner input, and learner's present level of performance

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### 3. Communicative Status

Date	Assessment Tool	Results	Type of Results	Evaluator
			<input type="checkbox"/> Standard Score <input type="checkbox"/> Percentile <input type="checkbox"/> See Summary Below	
			<input type="checkbox"/> Standard Score <input type="checkbox"/> Percentile <input type="checkbox"/> See Summary Below	

#### Summary of Communication Assessment

Include summary of above assessment tools, parent and learner input, and learner's present level of performance

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### 4. Motor Ability

Date	Assessment Tool	Results	Type of Results	Evaluator
			<input type="checkbox"/> Standard Score <input type="checkbox"/> Percentile <input type="checkbox"/> See Summary Below	
			<input type="checkbox"/> Standard Score <input type="checkbox"/> Percentile <input type="checkbox"/> See Summary Below	

#### Summary of Motor Assessment

Include summary of above assessment tools, parent and learner input, and learner's present level of performance

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### 5. Sensory Status

Date	Assessment Tool	Results	Type of Results	Evaluator
			<input type="checkbox"/> Standard Score <input type="checkbox"/> Percentile <input type="checkbox"/> See Summary Below	
			<input type="checkbox"/> Standard Score <input type="checkbox"/> Percentile <input type="checkbox"/> See Summary Below	

#### Summary of Sensory Assessment

Include summary of above assessment tools, parent and learner input, and learner's present level of performance

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### 6. Health/Physical Status

Date	Assessment Tool	Results	Type of Results	Evaluator
			___ Standard Score ___ Percentile ___ See Summary Below	
			___ Standard Score ___ Percentile ___ See Summary Below	

#### Summary of Health/Physical Assessment

Include summary of above assessment tools, parent and learner input, and learner's present level of performance

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### 7. Emotional and Social Development/Behavior Skills

Date	Assessment Tool	Results	Type of Results	Evaluator
			___ Standard Score ___ Percentile ___ See Summary Below	
			___ Standard Score ___ Percentile ___ See Summary Below	

#### Summary of Emotional/Social/Behavior Assessment

Include summary of above assessment tools, parent and learner input, and learner's present level of performance

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### 8. Functional Skills

Date	Assessment Tool	Results	Type of Results	Evaluator
			___ Standard Score ___ Percentile ___ See Summary Below	
			___ Standard Score ___ Percentile ___ See Summary Below	

#### Summary of Functional Skills Assessment

Include summary of above assessment tools, parent and learner input, and learner's present level of performance

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9. Transition: Post-secondary Education and Training

Date	Assessment Tool	Results	Type of Results	Evaluator
			Standard Score ___ Percentile ___ See Summary Below	
			___ Standard Score ___ Percentile ___ See Summary Below	

Summary of Post-secondary Assessment

Include summary of above assessment tools, parent and learner input, and learner's present level of performance

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10. Transition: Jobs and Job Training

Date	Assessment Tool	Results	Type of Results	Evaluator
			Standard Score ___ Percentile ___ See Summary Below	
			___ Standard Score ___ Percentile ___ See Summary Below	

Summary of Jobs and Job Training Assessment

Include summary of above assessment tools, parent and learner input, and learner's present level of performance

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11. Transition: Community Participation

Date	Assessment Tool	Results	Type of Results	Evaluator
			___ Standard Score ___ Percentile ___ See Summary Below	
			___ Standard Score ___ Percentile ___ See Summary Below	

Summary of Community Participation Assessment

Include summary of above assessment tools, parent and learner input, and learner's present level of performance

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**12. Transition: Home Living**

Date	Assessment Tool	Results	Type of Results	Evaluator
			___ Standard Score ___ Percentile ___ See Summary Below	
			___ Standard Score ___ Percentile ___ See Summary Below	

**Summary of Home Living Assessment**

**Include summary of above assessment tools, parent and learner input, and learner's present level of performance**

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**13. Transition: Recreation and Leisure**

Date	Assessment Tool	Results	Type of Results	Evaluator
			___ Standard Score ___ Percentile ___ See Summary Below	
		i i i i	1 ___ Standard Score ___ Percentile See <b>Summary Below</b>	

**Summary of Recreation and Leisure Assessment**

**Include summary of above assessment tools, parent and learner input, and learner's present level of performance**

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Results of all of the above assessment information should be **summarized here along with a statement** outlining the team's recommendations. This summary **report should** address the "whole person" **in** their transition from school to adult life.

This is an example of assessment timelines used with students in the Minneapolis Public Schools.

	<b>Age 14-15 Grade 7-8-9</b>	<b>Age 16-17 Grade 10</b>	<b>Age 17-18 Grade 11</b>	<b>Age 18-21 Grade 12 and Post-Secondary Options</b>
<p><b>Parent/Student Survey: Select one from this category to be completed by student, parent, or recorded by staff</b></p>	<p>Transition Survey (interview Student, student self-report)</p> <p>TIPS: Transition Information &amp; Planning System Guide (interview with student or family)</p> <p>Minneapolis Transition Planning Guide (family/student survey)</p>	<p>Transition Survey (interview Student, student self-report)</p> <p>TIPS: Transition Information &amp; Planning System Guide (interview with student or family)</p> <p>Minneapolis Transition Planning Guide (family/student survey)</p>	<p>Transition Survey (interview Student, student self-report)</p> <p>TIPS: Transition Information &amp; Planning System Guide (interview with student or family)</p> <p>Minneapolis Transition Planning Guide (family/student survey)</p>	<p>Transition Survey (interview Student, student self-report)</p> <p>TIPS: Transition Information &amp; Planning System Guide (interview with student or family)</p> <p>Minneapolis Transition Planning Guide (family/student survey)</p>
<p><b>Authentic/Formal/Standardized Assessments</b></p>	<p>Select one or more from this category. Assessment may be conducted by teacher, vocational educator, counselor, social worker, occupational therapist, physical therapist, or any other designated school staff:</p> <ul style="list-style-type: none"> <li>• Enderle/Severson Transition Rating Scale (ESTR)</li> <li>• Career Interest Inventory</li> <li>• Learning style inventory</li> <li>• Values Survey</li> <li>• Strengths/Weaknesses Survey</li> </ul>	<p>A review and update of the following, conducted by a teacher, vocational educator, counselor, social worker, occupational therapist, physical therapist, or any Other designated school staff:</p> <ul style="list-style-type: none"> <li>• Career data record</li> <li>• Career, employment and education goals</li> <li>• Life skills &amp; academic assessments</li> <li>• IEP</li> </ul>	<p>Update and review the following:</p> <ul style="list-style-type: none"> <li>• Career data record</li> <li>• Job history and resume</li> <li>• Career, employment and education goals</li> <li>• IEP</li> <li>• Learning styles, values strengths, weaknesses</li> <li>• Career interest inventory</li> </ul>	<p>Review and update the following information gathered by teachers, vocational educators, employers, counselors, social worker, occupational therapist, physical therapist, and any other designated school staff:</p> <ul style="list-style-type: none"> <li>• Career data record</li> <li>• Job history and resume</li> <li>• Career, employment and education goals</li> <li>• IEP</li> <li>• Learning style, strengths, weaknesses</li> <li>• Accommodations needed for post-secondary, employment, home living, recreation/leisure, and community participation.</li> </ul> <p>Update career interests if needed.</p>

<p>Agency</p>	<p>Refer families for agency assessment if appropriate based on student/family interest, needs or preference. Examples of agencies:</p> <ul style="list-style-type: none"> <li>• Project Solo</li> <li>• STRIDE</li> <li>• Boy Scouts</li> <li>• Mental health agencies</li> <li>• Vineland Center</li> <li>• Social Security</li> <li>• County social services</li> </ul>	<p>Refer families for agency assessment if appropriate based on student/family interest, needs or preference. Examples of agencies:</p> <ul style="list-style-type: none"> <li>• Project Solo</li> <li>• STRIDE</li> <li>• Boy Scouts</li> <li>• Mental health agencies</li> <li>• Vineland Center</li> <li>• Social Security</li> <li>• County social services</li> </ul>
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Refer student/families for agency assessment if appropriate based on student/family interest, needs or preference. Examples of agencies:

- Project Solo
- STRIDE
- Mental health agencies/counseling
- Vineland Center
- Adult service agencies
- Social Security
- County social services
- DRS
- LDA (Learning Disabilities Association)
- Post-secondary services

Psychological and health assessments may be required by agencies to begin consideration for adult service eligibility.

Refer student/families to all appropriate agencies to ensure a smooth transition from high school to adult services. School staff is responsible for inviting agencies to meet with families/students to explain their services, provide information about agencies, and assisting with applications to agencies. Examples of agencies:

- Project Solo
- STRIDE
- Mental health agencies/counseling
- Vineland Center
- Adult service agencies
- Social security
- County social services
- DRS
- LDA (Learning Disabilities Association)

Many adult agencies require current psychological and health assessments to establish documentation of a disability and to meet eligibility requirements.

## Question #5: **What are some practical transition goals and objectives in each of the five areas required in Minnesota?**

On the following pages are some examples of practical transition goals and objectives. Readers are cautioned to carefully consider the desired adult outcomes and assessed needs of each individual student before choosing goals. The instructional objectives begin with "I" rather than "he or she;" this format emphasizes that it is *the student* who is working on each of these objectives. It is recommended that IEP /transition plans be written this way to increase the ownership and responsibility of students for their own goals.

### NOTE

- These goals are *not* listed in a developmental sequence.
- The objectives are not complete and are only meant to provide samples.
- For complete objectives, the conditions or circumstances under which the behavior is performed, criteria for attainment, and a target date for attainment must be added

### Jobs and Job Training

**Goal:** **To improve** skills in selecting and planning occupational choices **from** \_\_\_ **to** \_\_\_.

I will make realistic occupational choices by selecting \_\_\_\_\_ jobs of interest and obtaining information through research, site visits and/or job tryouts.

I will identify the requirements of \_\_\_\_\_ appropriate and available jobs.

I will identify \_\_\_\_\_ occupational interests and list jobs appropriate to those interests.

**Goal:** **To improve competitive work** habits and behaviors **from** \_\_\_ **to** \_\_\_.

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I will follow directions by performing a series of tasks in response to verbal and written instructions with \_\_\_\_\_% accuracy.

I will recognize the importance of punctuality by maintaining a \_\_\_\_\_% attendance/punctuality record.

I will recognize the importance of supervision by demonstrating the appropriate response to supervisory instruction with \_\_\_\_\_% accuracy.

I will demonstrate knowledge of occupational safety by identifying the safety hazards on \_\_\_\_\_ jobs.

I will demonstrate the ability to work with others by completing \_\_\_\_\_ tasks with other persons.

I will meet demands for quality work by performing work tasks with minimum quality standards.

I will perform work at a satisfactory rate on a given job.

**Goal:**

To improve skills for seeking, securing, and maintaining employment from \_\_\_\_\_ to \_\_\_\_\_.

I will demonstrate knowledge of job search skills by identifying the steps involved in a job search.

I will demonstrate knowledge of job application skills by completing an application and resume with \_\_\_\_\_% accuracy.

I will complete a real (or simulated) job interview.

I will demonstrate occupational adjustments by identifying \_\_\_\_\_ common problems and solutions encountered on the job.

I will demonstrate knowledge of competitive standards by determining the minimum level of skill and performance requirements needed for a specific job.

I will demonstrate knowledge of how to adjust to changes in employment by identifying \_\_\_\_\_ factors that lead to successful and unsuccessful employment.

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## Recreation and Leisure

**Goal:** To increase use of community recreational facilities and leisure activities from \_\_\_ to \_\_\_.

I will demonstrate knowledge of available community recreation resources by participating in \_\_\_\_\_ recreational activities outside the home.

I will choose and plan activities by developing an individual plan of leisure activities.

I will demonstrate knowledge of the value of recreation by listing \_\_\_\_\_ ways that recreation affects physical and mental health.

I will develop a proposed vacation plan including cost, time, transportation, facilities and activities.

## Home Living

**Goal:** To improve management of personal finances from \_\_\_ to \_\_\_.

I will identify money and make correct change from bills and coins less than or equal to \_\_\_\_\_.

I will make responsible expenditures by identifying and comparing prices and selecting the most economical items with \_\_\_\_\_% accuracy.

I will keep basic financial records including a personal budget, calculating income expenses and debts with \_\_\_\_\_% accuracy.

I will calculate taxes correctly using a 1040 tax form with \_\_\_\_\_% accuracy.

I will demonstrate responsible use of credit by identifying \_\_\_\_\_ resources for obtaining a loan and listing \_\_\_\_\_ advantages and disadvantages of using credit cards.

I will demonstrate correct use of these banking services: Checking account, savings account, check writing, and checkbook balancing with \_\_\_\_\_% accuracy.

**Goal:** To improve skills for selecting and managing a household from \_\_\_ to \_\_\_.



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I will identify the basic appliances, tools, and cleaning products and their uses in maintaining the home exterior and interior with \_\_\_\_\_% accuracy.

I will demonstrate the use of basic home appliances and household tools with \_\_\_\_\_% accuracy.

I will identify a minimum of \_\_\_\_\_ affordable and adequate housing choices in my community.

I will identify the procedures and items needed to set up a household with \_\_\_\_\_% accuracy.

I will perform common home maintenance tasks and repairs including \_\_\_\_\_ (Examples: grass cutting, painting, and bush trimming).

**Goal:**

To improve skills necessary to care for personal needs from \_\_\_\_\_ to \_\_\_\_\_.

I will identify ways in which physical fitness and weight relate to health with \_\_\_\_\_% accuracy.

I will identify proper grooming and hygiene habits and products with \_\_\_\_\_% accuracy.

I will identify and demonstrate appropriate dress for various weather conditions, activities and occasions with \_\_\_\_\_% accuracy.

I will demonstrate knowledge of common illnesses, prevention and treatment with \_\_\_\_\_% accuracy.

I will identify and practice personal safety rules in the home and in the community with \_\_\_\_\_% accuracy.

**Goal:**

To improve skills for raising children **and** meeting marriage responsibilities from \_\_\_\_\_ to \_\_\_\_\_.

I will identify physical care responsibilities for raising children with \_\_\_\_\_% accuracy.

I will identify the psychological needs of children and parental responsibilities of meeting those needs with \_\_\_\_\_% accuracy.

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I will identify personal and joint marriage responsibilities with \_\_\_\_\_% accuracy.

Goal:

To improve skills for buying, preparing, and consuming food from \_\_\_\_ to \_\_\_\_.

I will construct a shopping list within budget limits using grocery advertising \_\_\_\_\_% accuracy.

I will demonstrate appropriate cleaning procedures for food preparation work areas with \_\_\_\_\_% accuracy.

I will demonstrate proper food storage procedures to avoid spoilage with \_\_\_\_\_% accuracy.

I will demonstrate my knowledge of kitchen safety, basic recipe abbreviations and appliances while preparing a meal for \_\_\_\_\_ people.

I will demonstrate the proper way to set a table and appropriate manners and eating behavior \_\_\_\_ out of \_\_\_\_\_ observations.

I will include the basic food groups in planning meals for one day with \_\_\_\_\_% accuracy.

Goal:

To improve skills for buying and caring for clothing from \_\_\_\_ to \_\_\_\_.

I will demonstrate appropriate laundering procedures, use of laundry facilities and laundry products with \_\_\_\_\_% accuracy.

I will plan an appropriate wardrobe that contains basic clothing items appropriate for dress, work, and casual wear within a budget.

I will demonstrate the proper ironing, mending, and storage procedures for common clothing items with \_\_\_\_\_% accuracy.

Goal:

To improve decision-making skills from \_\_\_\_ to \_\_\_\_.

I will locate and use sources of assistance when faced with problematic situations.

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I will anticipate consequences by listing\_\_\_\_\_ways in which personal behavior produces consequences.

I will develop and evaluate alternatives by selecting a personal goal and listing\_\_\_\_\_possible alternatives to achieving the goal.

I will recognize the nature of a problem by listing positive and negative aspects of a given problem or situation.

I will develop goal seeking behaviors by setting short-term and long-term goals for school, home work, or recreation.

## Community Participation

Goal: To increase responsible citizenship behaviors from\_\_\_\_to\_\_\_\_\_.

I will demonstrate knowledge of civil rights and responsibilities by listing basic civil rights, resources for acquiring legal aid, and draft registration requirements with\_\_\_\_\_ % accuracy.

I will know the nature of local, state and federal governments by identifying the purpose and one duty of each level of government.

I will demonstrate knowledge Hi the law by listing\_\_\_\_\_local laws and the consequences of violating those laws.

I will demonstrate knowledge of citizen rights and responsibilities by listing\_\_\_\_\_available community services and\_\_\_\_\_citizen responsibilities.

Goal: To improve skills to access the community from\_\_\_\_to\_\_\_\_\_.

I will demonstrate knowledge of traffic and safety rules by identifying common traffic and safety rules with\_\_\_\_\_ % accuracy.

I will demonstrate knowledge and use the various means of transportation by demonstrating the appropriate procedures for use of \_\_\_\_\_(examples bus, taxi, Metro Mobility, etc.).

I will find my way around the community by locating\_\_\_\_\_specific sites using maps and directions.

I will demonstrate the ability to drive a car by passing the verbal and written portion of the driver's license examination.

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## Post secondary Education and Training

**Goal:** To increase knowledge about post-secondary education from\_\_\_\_  
to\_\_\_\_\_.

I will participate in site visits of\_\_\_\_\_post-secondary education institutions.

I will list the requirements necessary for entrance into\_\_\_\_\_ post-secondary education institutions.

I will complete all the requirements necessary for entrance into one post-secondary education institution.

I will develop a written post secondary plan listing the options selected for post-secondary education and training.

I will complete all the requirements necessary to access selected adult service agencies (Select appropriate agency, such as DRS, county social services, advocacy organizations, etc.)

I will complete all the requirements to access funding sources to support selected post-secondary educational choices. (Select appropriate sources, such as DRS, college financial aid, county social services, etc.)

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**Question #6: What are some activities and experiences that can assist students in meeting their transition goals?**

A wide range of activities and experiences are possible that can be useful in helping students meet their transition goals:

**Community Participation**

- Become aware of community interests and options.
- Develop shopping skills.
- Learn to order and dine at restaurants.
- Develop skills to ensure personal safety.
- Assess vulnerability status.
- Learn to use public transportation.
- Obtain a drivers license.
- Obtain a state identification card.
- Open and learn to use a bank account.
- Learn to schedule appointments.
- Become aware of rights regarding physical accessibility.
- Identify and check eligibility requirements for adult support.
- Register for military selective service.
- Register to vote and vote at local precinct.
- Explore guardianship issues.
- Other

**Recreation and Leisure**

- Develop an array of specific recreation and leisure skills.
- Develop spectator or audience member skills.
- Identify acceptable dress behavior for a variety of situations.
- Identify affordable recreation and leisure activities.
- Identify transportation options.
- Arrange social activities.
- Establish exercise routines.
- Identify local health clubs for possible membership.
- Identify possible social supports through family and community.
- Identify activities through community education classes.

- 
- **Identify peers who could become friends and be escorts to activities.**
  - Other

## Home Living

- Develop personal care skills including hygiene, health: private **and** public behavior.
- Develop healthy intimate/sexual behavior.
- Develop housekeeping and cooking skills.
- Develop budgeting skills.
- Identify who to call and what to do in emergency situations
- Participate in independent living training program
- Identify persons or services to assist in locating a place to live.
- Apply for county case management services, if applicable
- Identify neighborhood services and supports.
- Identify and apply for financial support (e.g., SSI).
- Identify resources and support for child care, if necessary
- Identify transportation services near home.
- Other

## Jobs and Job Training

- Participate in work responsibilities (chores) at home.
- Visit possible employment sites and "shadow" employees.
- Become aware of career opportunities and interests.
- Receive vocational training within the community.
- Develop interpersonal skills necessary to maintain employment.
- Participate in summer employment.
- Identify people and agencies who **can** assist in job search.
- Apply for support from the Division of Rehabilitation Services.
- Identify and check eligibility requirements for other job supports.
- Identify and apply for day training and habilitation services
- Identify **and** arrange for transportation to and from work
- **Other**

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## Postsecondary Education and Training

- Identify personal learning styles.
- Become aware of career interests and options.
- Become aware of post-secondary enrollment options.
- Visit post-secondary institutions.
- Register and take college entrance exams.
- Develop a resume and request letter of recommendation.
- Identify and apply to post-secondary institutions.
- Identify supports needed at post-secondary sites.
- Identify and check eligibility requirements for adult support.
- Check courses and credits toward high school graduation.
- Apply for financial aid, scholarships, etc.
- Arrange for transportation and housing, if necessary.
- Other

## General Transition Skills

- Identify strengths and limitations (self awareness).
- Identify personal learning style.
- Develop self-advocacy skills.
- Identify appropriate accommodations or supports needed for independence
- Develop and review adult goals each year.
- Participate in yearly IEP/transition planning meetings.
- Identify adult and community agencies to participate in planning.
- Identify laws, policies, rights and student responsibilities regarding adults with disabilities.
- Ensure high school courses/credits are applicable to desired goals.
- Other

Additional activities and teaching tips can be found in the following resource guides, available through Minnesota Educational Services, 70 W. County Road B-2, Little Canada, MN 55112-1402, (612) 483-4442 or 1-800-652-9024.

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**"Teaching the Possibilities: Home Living Resource Guide for Transition Planning."** (1990). This guide contains resources and **teaching tips that provide teachers and** agency staff with a **framework to address the needs of students as they** prepare for future living environments.

**"Teaching the Possibilities: Jobs and Job Training Resource Guide for Transition Planning."** (1991). This guide contains resources and **teaching tips that provide teachers and** agency staff with a **framework to address the needs of students as they** prepare for future employment.

**"Teaching the Possibilities: Postsecondary Education and Training Resource Guide for Transition Planning,"** (1992). This guide obtains resources and teaching tips **that** provide teachers and agency staff with a framework to address the needs of students as they prepare for post-secondary and lifelong learning.

Two additional guides in **the** areas of Recreation and Leisure, and Community **Participation will be available** soon.



# Question #7: What is an example of a transition survey that could be used with 14-year olds?

The following is an example of a transition survey that was developed by the St. Paul Public Schools.

SPPS-92-TSS-02

	<b>Transition Survey</b>
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*Please Print* Date \_\_\_\_\_  
 Name \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_  
 Address \_\_\_\_\_  
*Street* *State* *Zip*  
 Home Phone \_\_\_\_\_ Age \_\_\_\_\_ Birthdate \_\_\_\_\_  
*Month* *Day* *Year*

Parent(s)/Guardian(s) Name(s) \_\_\_\_\_  
 Current School \_\_\_\_\_ Previous School Attended \_\_\_\_\_  
 Social Security Number \_\_\_\_\_ Grade Level: \_\_\_\_\_ How many days of school have you missed in the last year? Please check:  
 Circle one: 6 7 9 10 11 12  0-5  11-15  
 6-10  over over

### 1. Home Living

What work or chores do you do at home? \_\_\_\_\_  
 If you had to prepare a meal for your family what would it be? \_\_\_\_\_  
 Do you help with the family grocery shopping?  Yes  No  
 About how much does a loaf of bread cost? \_\_\_\_\_  
 What is your favorite activity at home? \_\_\_\_\_  
 Where do you plan to live after high school graduation? \_\_\_\_\_  
 Are you able to save money to use at a later time?  Yes  No  
 Who would you contact if there was a serious accident in your home? \_\_\_\_\_

### 2. Community Participation

Do you have a MN ID, driver's permit, or license?  Yes  No If yes, record number \_\_\_\_\_  
 If male and over 18 years of age, have you registered for Selective Service?  Yes  No  
 If yes, record number. \_\_\_\_\_  
 Can you travel around town on the city bus by yourself?  Yes  No  
 Name some place you regularly go in the city bus \_\_\_\_\_  
 Do you use a savings account?  Yes  No Do you have a checking account?  Yes  No  
 Where is your favorite place to go visiting or shopping? \_\_\_\_\_  
 What are the "Yellow Pages" of the telephone book used for? \_\_\_\_\_

### 3. Recreation and Leisure

What are your hobbies and spare time activities? \_\_\_\_\_  
 What sports do you play? \_\_\_\_\_ Where? \_\_\_\_\_  
 Do you look at the newspaper?  Yes  No If yes, which parts? \_\_\_\_\_  
 Do you belong to any groups, organizations, or clubs?  Yes  No  
 Which group(s)? \_\_\_\_\_  
 What did you do on your last vacation? Describe \_\_\_\_\_  
 Do you like to do things alone or with others?  Alone  With others  Both  
 Where do you go for fun (recreation center/YMCA/YWCA/shopping center, malls, etc.)? \_\_\_\_\_

(over please)

**4. Jobs and Job Training**

Have you ever been involved in any school/work vocational program?  Yes  No If yes, list:

\_\_\_\_\_

Have you ever filled out a job application?  Yes  No If yes, where? \_\_\_\_\_

Have you ever had a job interview?  Yes  No If yes, where? \_\_\_\_\_

Would you like to improve your skills in filling out a job application?  Yes  No

Would you like help to improve your job interviewing skills?  Yes  No

List different jobs you have had (paid/unpaid/volunteer):

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

Which of the above jobs did you like the best? \_\_\_\_\_

Are you working now?  Yes  No If yes, where? \_\_\_\_\_

List your job related strengths: \_\_\_\_\_

List your job related weaknesses: \_\_\_\_\_

What do you think would be a good job for you right now? \_\_\_\_\_

Do you think you have a disability that could affect your job? \_\_\_\_\_

What kind of work do you like best? \_\_\_\_\_

What annual wage or hourly wage would you need to make a living? \_\_\_\_\_

**5. Post-Secondary Training**

Would you like help in discovering your career interests/abilities?  Yes  No

What are your favorite classes in school? \_\_\_\_\_

What classes would you like to try that you haven't taken yet? \_\_\_\_\_

What are things in school that are difficult for you? *circle all that apply:*

students teachers lunch attendance bus rides activities other \_\_\_\_\_

Which classes are the most difficult for you? \_\_\_\_\_

In which classes do you need the most help? \_\_\_\_\_

Which classes don't you like? \_\_\_\_\_

After high school what type of training plans do you have?  Stay home \_\_\_\_\_

College \_\_\_\_\_ • Military \_\_\_\_\_  Unsure \_\_\_\_\_

• Technical College \_\_\_\_\_ • Work Force \_\_\_\_\_  Do nothing \_\_\_\_\_

*Next to the words in the box that you checked above, write your area of interest on the blank line, such as auto mechanics, nurse, truck driver, secretary, etc.*

What career would you like to have five years from now? \_\_\_\_\_

What kind of help do you need to be successful in learning? \_\_\_\_\_

Do you have any special need or disability?  Yes  No If yes, what is it? \_\_\_\_\_

What else would you like to learn? \_\_\_\_\_

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Question #8: What does an IEP for Minnesota students with disabilities age 14 and over look like?

On the following pages is a partial IEP used in Minnesota to ensure compliance with state and federal special education rules. Although these forms are continually subject to change, the importance of developing a quality transition plan with a student will not change.

INDIVIDUAL EDUCATION PROGRAM (IEP) PLAN	<b>DATE</b> IEP Written: 9-24-93 Periodic Review Due: 1-28-94 <b>Last Comprehensive Assessment: 9-17-92</b>
--	--

A. LEARNER INFORMATION				
Learner's Name Jessie Johansen	Gender F	Grade 12	Birthdate 12-31-75	ID Number 122-34-5678
Street Address 406 Any Lane City, State, Zip Swanville, MN 56666		Primary Language / Communication Mode English, Verbal		
School of Enrolment Swanville High School		School Phone (612)123-4567	District Number 123	
Learners Permanent: Resident Address same			Resident District Number 123	

B. PARENT/GUARDIAN INFORMATION			
Name(s) of Parent(s) Mark and Joan Johansen		Phone 123-4567	Phone
Parent(s) address (if different).. same		Primary Language English	District Number 123
Guardian(s); Surrogate Parent(s) Name(s) same		__ Guardian(s) __ Surrogate Parent(s)	
Guardian(s)/ Surrogate Parent(s) Address (if different)	Home Telephone	Other Telephone	District Number

C. IEP INFORMATION			
Primary Disability Learning Disability	Federal Childcount Setting Regular Education	Setting IEP Type <b>lion</b>	__Initial  __Annual __Interim
IEP Manager Name Sue Hanson	Special Education Teacher		Telephone Number 345-6789

D. IEP PLANNING MEETING		
Title	Names of All Team Members	Signature (if present)
Parent	Mark Johansen	
Parent	Joan Johansen	
Learner	Jessie Johansen	
Administrator or Designee	Sarah Hoffman	
Special Education Teacher	Sue Hanson	
Regular Education Teacher (K-12 Only)	Tim Johnson	
Cindy Johansen, sister;		
SSH counselor	Harold Batens	
School Guidance Counselor	Mildred Fortney	
Support Services, .MTC	Sharon Melroy	

Learner's Name:

E. PRESENT LEVELS OF PERFORMANCE & LEARNER-BASED NEEDS	
<p>Carefully consider and document data from all sources in the following areas:                      (Include information and observations provided by parent[s] and learner.)</p> <ul style="list-style-type: none"> <li>• Intellectual / Cognitive Functioning</li> <li>• Academic Performance</li> <li>• Communicative Status</li> <li>• Motor Ability</li> <li>• Sensory Status</li> <li>• Health / Physical Status</li> <li>• Emotional and Social Development</li> <li>• Behavior and Functional Skills</li> </ul> <ul style="list-style-type: none"> <li>• Secondary Transition                      (must be summarized for all learners who have reached 9th grade or age 14)                     <ul style="list-style-type: none"> <li>A. Jobs and Job Training</li> <li>B. Recreation and Leisure</li> <li>C. Home Living</li> <li>D. Community Participation</li> <li>E. Post-Secondary Training and Learning Opportunities</li> </ul> </li> </ul> <p><sup>i</sup> Identify post-school outcomes for each transition area.  <sup>t</sup> If the team determines that there are no transition needs in one or more areas, write a statement to that effect and the basis for this determination.</p>	
PRESENT LEVELS OF PERFORMANCE	LEARNER-BASED NEEDS
<p><i>Postsecondary Education</i>                      Future Adult Goal: I want to work in the law enforcement field, maybe as a dispatcher. I plan to go to a postsecondary school that has training in law enforcement.</p> <p><i>Present level of performance:</i> I have been a police explorer for 2 years. I have visited several technical colleges and community colleges and have checked into housing and public transportation at each site. I keep track of all this information in my transition folder. I understand my personal strengths and weaknesses and have learned how to advocate for the accommodations I need to be successful.</p>	<p>I need to apply at the postsecondary schools I like the best, figure out how to pay for it, and work at getting the accommodations I think I will need to successfully complete the program.</p>

Learner's Name:

F. ANNUAL INSTRUCTIONAL GOALS & SHORT-TERM OBJECTIVES		
<b>GOAL</b> <i>In writing the goal statement, indicate the direction of change, the behavior to be changed, and the expected ending level of performance.</i>		<b>GOAL #</b> _____ <b>OF</b> _____ <b>GOALS</b>
I will increase preparation activities for Fall, 1994 entry into a postsecondary school that offers a program in my interest area from having visited several schools to completing an application and being accepted, finding financial aid, and setting up accommodations by graduation this spring.		
<b>SHORT-TERM OBJECTIVES</b> <i>There must be more than one objective for each goal.                      For each objective include attainment criteria and evaluation procedures.</i>	<b>Review Date</b>	<b>Degree of Progress</b>
1. Given registration materials for postsecondary schools of interest, I will complete the necessary forms with 100% accuracy by the end of the first semester as determined by my school counselor.  2. Based on my learning strengths and weaknesses, I will correctly list all the resources available at the schools I am interested in before enrolling, as determined by my special education teacher.  3. I will travel by city bus to my SSB counselor's office and meet with my counselor at least 4 times over the course of the school year for assistance in planning and funding my postsecondary education as monitored by my SSB counselor.		

G. PERIODIC REVIEW SUMMARY OF GOAL & OBJECTIVES
<p><b>The following is the status of the learner's goal and objectives:</b></p> <p><input type="checkbox"/> Goal achieved.</p> <p><input type="checkbox"/> Meets learner's current needs and will be continued without changes.</p> <p><input type="checkbox"/> The most significant changes listed below will be made without an IEP meeting unless you contact us.</p> <p><input type="checkbox"/> Does not meet learner's current needs and the significant changes listed below require a revised IEP. We will be in contact soon to schedule a meeting.</p>
<p><b>NOTE TO PARENT(S):</b> You are entitled to request a meeting to discuss the results of this review.</p>

Learner's Name: Jessie Johansen

**H. SPECIAL EDUCATION & RELATED SERVICES**

SPECIAL EDUCATION SERVICES												
SER- VICE PER- SONNEL CODE <small>(see reverse for codes)</small>	NAME OF SERVICE PROVIDER & PHONE NUMBER	SER- VICE CATE- GORY CODE <small>(see reverse for codes)</small>	BUILDING NAME & ROOM NUMBER	FRE- QUENCY	MINUTES PER WEEK		TYPE OF SETTING				DATE SERVICE BEGINS	DURA- TION OF SER- VICES
							Check one		check one			
<b>01</b>	<b>Sue Hanson 345-6789</b>	<b>490</b>	<b>Swanville High, Rm 207</b>	<b>daily</b>	<b>75</b>	<b>150</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>9-93</b>	<b>6-94</b>

RELATED SERVICES AND JUSTIFICATION												
<b>35</b>	<b>Mildred Fortney 456-7890</b>	<b>35</b>	<b>Swanville High, Rm 101</b>	<b>once a month</b>		<b>10</b>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<b>9-93</b>	<b>6-94 1</b>

**Justification:** Information about postsecondary schools, application process, and accommodations

Justification:

TRANSITION SERVICES (for age 14 and above)						
AGENCY NAME	NAME OF SERVICE PROVIDER & PHONE NUMBER	BUILDING NAME	FREQUENCY	AMOUNT OF SERVICE TIME	DATE SERVICE BEGINS	DURATION OF SERVICES
<b>State Services for the Blind</b>	<b>Harold Batens 426-1234</b>	<b>Park Plaza</b>	<b>at least quarterly</b>	<b>minimum 8 hours</b>	<b>10-93</b>	<b>ongoing</b>
Interagency /Organization Linkages (Identify activities, funding responsibilities, etc.): <b>assistance in planning and funding postsecondary education</b>						
<b>Support Services Morton Tech. College</b>	<b>Sharon McElroy 426-9876</b>	<b>Morton Tech College</b>	<b>as needed</b>	<b>about 4 hours</b>	<b>10-93</b>	<b>through college</b>

Interagency /Organization Linkages (Identify activities, funding responsibilities, etc.):  
**provide information on technical college options and accommodations**

Learner's Name:

**I. ADAPTATION OF GENERAL & SPECIAL EDUCATION**

Describe changes in general and special education that will be made to permit successful accommodation and education of the learner (e.g., grading, credits, staff, transportation, facilities, materials, equipment, technology, adaptive devices, curriculum, methods, coordination of support services, vocational services and equipment, and other services):

Are Regulated Behavioral Interventions required for this learner?  Yes  No  
 (If yes, attach behavior plan as described in M.R. 3525.2925.)

Are general education secondary graduation standards being modified?  Yes  No  
 (If yes, attach team determination documentation as described in M.R. 3525.3150.)

Are extended school year services required for this learner?  Yes  No  
 (If yes, attach extended school year justification as described in M.R. 3525.2900 Subp. 1.H.)

**J. LEAST RESTRICTIVE ENVIRONMENT (LRE)**

Explain why the proposed placement is the most appropriate and the least restrictive. (Describe any other options considered.)

**K. DESCRIPTION OF ACTIVITIES WITH LEARNERS WITHOUT DISABILITIES**

For a learner who is served more than half-time in a special education setting, include any activities in which the learner will be participating with learners who do not have disabilities (e.g., lunch, assembly periods, club activities, field trips, community instruction or experiences, and other special events):

Activity	Frequency	Amount of Time

LENGTH OF DAY  Check here if the learner's school day is shorter than that of peers without disabilities.  
 (if checked, Commissioner of Education approval is required.)



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Question #9: What do the formal documents used by the Division of Rehabilitation Services look like? What is the "Order of Selection"?

The formal document used by the Division of Rehabilitation Services (DRS) is called an Individual Written Rehabilitation Program (IWRP). An example of the information included in this document follows.

"Order of Selection" refers to the priority system of DRS used to determine which people will receive rehabilitation services after they become eligible. There are many more people with disabilities that encounter barriers to getting and keeping jobs than DRS can serve. Because the need for assistance exceeds available DRS resources, services must be prioritized in keeping with the Rehabilitation Act and the agency's mission and values, limited resources will be used to provide quality services to the persons who need them most.

When people apply for Vocational Rehabilitation (VR) services, eligibility will continue to be determined by whether or not they have a disability that is a barrier to employment, if they need VR services to prepare for employment or find or keep a job. DRS will not be able to provide additional services to everyone who is eligible.

The first priority is to serve individuals:

- Who have a severe disability that causes serious limitations in terms of employment in one or more of the following areas: mobility, self care, communication, self direction, interpersonal skills, work skills, work tolerance; and
- Who are expected to need two or more vocational rehabilitation services over an extended period of time.

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All eligible Minnesotans who cannot be served will be offered information and referral to non-DRS services and programs that can assist them. The number of serious limitations necessary to qualify for services may change over time depending on available resources.

## APPLICATION FOR VOCATIONAL REHABILITATION

You may be able to get services from the Division of Rehabilitation Services (DRS) if you have a disability that makes it hard for you to get a job. Vocational Rehabilitation (VR) is for people with disabilities who need our services to get ready for work, or find or keep a job.

DRS would like to be able to work with all people who have a disability. However, we don't always have enough staff or funds to do so. When this happens, people with severe disabilities that cause serious limitations in terms of work will get services before other people. DRS will look at how well you do in seven areas:

- Getting from place to place.
- Making plans or carrying out your plans.
- Taking care of yourself.
- Getting along with other people.
- Talking and listening to others.
- Needing changes at work to do a job.
- Having the skills to work.

People who have serious limitations in terms of work in at least one of these areas will get services first. You may hear this called "Order of Selection."

A DRS counselor will tell you within 60 days after you apply if you can get services. Sometimes we can't get all the information we need that fast and still make a good decision. If we need more than 60 days, your counselor will tell you why and ask if it's okay with you to take longer. If it's not okay, the counselor will have to decide without all the facts. If DRS can't help you, we will tell you about other people who can.

**YES, I WANT TO APPLY FOR VOCATIONAL REHABILITATION. I HAVE READ THE INFORMATION ON BOTH SIDES OF THIS APPLICATION FORM.**

PLEASE PRINT

Last Name		First Name		Middle Name	
Address (number and street, apartment)			City		State
County			Phone		Social Security Number
Birthdate (month, day, year)		Sex	Who told you about us? (name and office/agency)		
What is your disability?			How does your disability make it hard for you to get or keep a job?		
Please sign your name		Date	Parent or guardian please sign		Date

### INFORMATION ABOUT YOU - HOW WE USE IT

We'll ask you if it is okay to get information about you. We'll use it to help decide if you can get services, and to help us serve you. This information will come from you and from your doctor or other people or offices who may know about you. To use it to serve you, we'll keep it in a case file and in a computer system.

Your file is private. We usually can't give information about you to anyone outside of DRS unless you tell us to in writing. However, there are some exceptions. We have to give information when required by federal or state law or by a court order. We can release information about you to protect you in case of a threat to your safety or the safety of other people.

The state and federal governments require us to make reports to them. Some information about you will go into those reports. However, the reports won't identify you by name. Other state or federal workers can see your file so they can check on how we serve people and spend money.

You can see most information in your file. However, we won't show you information if we think we it would hurt you to know it. If you want to know it, we'll ask you to tell us in writing to show it to someone else. This can be a doctor, a psychologist, or a legal representative that you choose. Then they can tell you about the information. We may get information about you that we can't show you or to anybody else. This can happen if state or federal law says that you and other people can't see the information.

## APPLICATION FOR VOCATIONAL REHABILITATION

SIDE 2

### TREATING YOU FAIRLY

We in DRS welcome your comments on how you feel about the way we serve you. Feel free to contact anyone on our staff if you have a concern or complaint.

Fair treatment is the law. You have the right to appeal if you think we are unfair to you because of:

- Race or color.
- Age or sex.
- Religion or what you believe in.
- Type of disability.
- Citizenship or the country you or your family come from.
- Welfare or public assistance that you get.
- How long you have lived in Minnesota.
- Marital status.

You also have the right to appeal any decision your counselor makes about our services for you. There are two ways to appeal. The choice of which way is up to you. You can choose both if you want to. The first is an administrative review by people who supervise your counselor. This is a way to try to solve problems quickly and informally. The second way is a formal hearing before a state officer who is not on our DRS staff. You have the right to a fair hearing without going through any other appeal steps.

You must request an appeal in writing. The request can be as simple as "I want to appeal." Your counselor can give you the names and addresses of people to send the request to. You can also get those names by calling 1-800-328-9095, voice or 1-800-657-3973 TTY/TDD. In the Twin Cities metro area, call 296-5616, voice, or 296-3900, TTY/TDD.

The Client Assistance Project can help you understand your rights. They can help you with appeals, too. Their phone number is 1-800-292-4150. This is a free call. In the Twin Cities metro area, call 332-1441, voice and TDD.

You don't have to answer our questions or fill out forms for us. However, if you don't tell us your name and how to contact you, we may not be able to help you. And if you don't give us other information, we may not be able to tell what services you need.

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## Individualized Written Rehabilitation Program

The goals and objectives on an Individualized Written Rehabilitation Program (IWRP) may resemble the example below. An IWRP would also include time frames for each service.

Name: Mark Smith

Vocational Goal: Mail clerk or laundry worker (Supported employment)

Objective 1: *To find a job*

Services/Activities:	Responsible Party
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Work experience	High School
-----------------	-------------

Evaluate each job site for necessary modifications	High School/DRS
--	-----------------

Job coaching on work experience sites	High School
---------------------------------------	-------------

Comparable Benefits: Special Education

Evaluation of progress and attainment of objective: Mark's work experience coordinator will provide the DRS counselor with written quarterly reports on Mark's work experience, levels and type of support needed, the need for rehab. technology, and the results of each job site analysis and will indicate a permanent job placement for Mark prior to graduation

Objective 2: *To learn job skills*

Services/Activities:	Responsible Party
----------------------	-------------------

Job coaching for permanent job	DRS through Ideal County Day Training and Habilitation Center
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Comparable Benefits: None

Evaluation of Progress and attainment of objective: The job coach will provide DRS counselor with monthly written reports showing supports needed/provided; objective met when report indicates that Mark, family, employer agree that Mark has learned skills that meet the employer's expectations, and extended ongoing support can begin.

Objective 3: *To demonstrate appropriate work behaviors*

Services/Activities:	Responsible Party
----------------------	-------------------

Job coaching for permanent job	DRS through Ideal County DTH
--------------------------------	---------------------------------

Comparable Benefits: None

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Evaluation of Progress and attainment of objective: Mark's job coach will provide counselor with written monthly reports showing supports/interventions needed/provided; objective met when reports indicate Mark, parents and employer satisfaction with Mark's work behavior.

Objective 4: *Provide identified site modifications to enable Mark to perform regular work tasks.*

Services/Activities:	Responsible Party
Rehabilitation Technology if identified in objective	DRS/Ideal County

Comparable Benefits: Possible Ideal County participation

Evaluation of progress and attainment of objective: Job coach will give counselor written monthly report showing that Mark, parents and employer agree that any job task/site modifications necessary have been made and are sufficient so that Mark can do his job.

Objective 5: *Identify extended ongoing support needs.*

Services/Activities:	Responsible Party
Evaluate extended ongoing support needs	DRS

Comparable Benefits: None

Evaluation of progress and attainment of objective: Job coach will provide written monthly report to counselor indicating the level and type of support Mark needs to maintain his job.

Objective 6: *Maintain medical stability to keep job*

Services/Activities:	Responsible Party
Medical/psychological care as needed	parents/county

Comparable Benefits: Medical assistance

Evaluation of progress and attainment of objective: Written monthly reports from job coach to counselor will show Mark is missing no more than one day per month for medical reasons.

Objective 7: *To maintain employment*

Services/Activities:	Responsible Party
Assist employers and co-workers in interacting with Mark	Job coach/DRS
Extended ongoing support	Ideal County DTH

---

Comparable Benefits: Extended ongoing support is available from Ideal County DTH per DRS and Ideal County agreement in case file.

Evaluation of progress and attainment of objective: Written monthly report from job coach to DRS will indicate employer and coworkers are interacting effectively with Mark. DRS will follow Mark's progress for at least 60 days. Ideal county will begin extended ongoing support when DRS time-limited services are completed.

Client Responsibilities: Mark will do his best when on the job and will let his job coach know what he needs. Mr. and Mrs. Smith will keep Mark's teachers and DRS counselor informed of the successes or problems with this plan and be responsible for Mark's medical care.

Client's or Client's and representative's views about this program: Mr. and Mrs. Smith: "We are looking forward to Mark's career development." Mark: "I'm ready to work." (The IWRP would also show how the client was informed about and involved in choosing among alternative goals, objectives, and service providers.)

The IWRP would be signed by the counselor and the student or, if appropriate, the parent/guardian and a copy given to the student.

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**Question #10: How can we assist students in keeping track of their transition planning information?**

Many schools are using a transition planning folder, notebook, or file box to assist students in keeping track of their own experiences, interests over time, and other pertinent transition information. This strategy provides a comprehensive planning approach to transition rather than a "snap shot" of one-year or three-year cycles based on the IEP or reassessment schedule. The transition plan should be cohesive in respect to a student's desired adult goals and should lead to successful transition outcomes in work, independent living, recreation and leisure, community participation, and post-secondary education and training. The folder included with this guide was designed by the Minnesota Department of Education with assistance from the Minnesota Department of Vocational Rehabilitation. Copies of this folder are available for all of your students through Minnesota Educational Services, 70 W. County Road B-2, Little Canada, MN 55112-1402, (612) 483-4442 or 1-800-652-9024



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**T**ransition  
**P**lanning  
**F**older



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Student Name

# Transition Planning Folder

(Fill out with pencil)

Date I last updated this folder: \_\_\_\_\_

Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Social Security #: \_\_\_\_\_

Guardian(s): \_\_\_\_\_

High School: \_\_\_\_\_ School District: \_\_\_\_\_

Graduation Date: \_\_\_\_\_ County: \_\_\_\_\_

Advisor/IEP Manager: \_\_\_\_\_

School Counselor: \_\_\_\_\_

**Other people who can help plan my transition**

*(for example: Division of Rehabilitation Services (DRSI) counselor. County Case Manager, Support Service person from a college,*

Name <i>i.e. John Stone</i>	Agency <i>DRS</i>	Phone <i>122-3456</i>	Current Status <i>referral completed</i>

**1**  
v

**Benefits 1 receive (check all that apply)**

- \_\_\_\_\_ Medical Assistance
- \_\_\_\_\_ SSI (Supplemental Security Income)
- \_\_\_\_\_ Medicaid
- \_\_\_\_\_ PEL Grant
- \_\_\_\_\_ AFDC (Aid to families with dependent children)
- \_\_\_\_\_ General Assistance
- Other \_\_\_\_\_

## Future Adult Goals for Home Living

*The number in each box below tells my interest and the amount of support I might need.  
1 = none 2 = minimum 3 = moderate 4 = maximum*

	Interest	Support
Live alone and independently		
Live with friends or roommates		
Live with parents or foster parents		
Live with other relatives		
Live with husband or wife		
Live in supervised setting		

Description of my disability(s) \_\_\_\_\_

Therapy I have received \_\_\_\_\_

Concerns I have about my health \_\_\_\_\_

### Medications I use

*name of medication how often I use it what I use it for*

### Other transition related tests and inventories I have taken

*date name of test What I learned about myself*

Things I am good at

Things I like to do in my spare time

Transportation - how I get around \_\_\_\_\_

Location of my social security card \_\_\_\_\_

Registration # for selective service (males only) \_\_\_\_\_

## Future Adult Goals for Jobs and Job Training

<i>The number in each box below tells my interest and the amount of support might need</i>					
<i>1 = none      2 = minimum      3 = moderate      4 = maximum</i>					
Interest		Support		Interest	
Interest		Support		Support	
Part time employment			Large business setting		
Full time employment			Small business setting		
Indoor work			Near home		
Outdoor work			Within commuting range		
Sit down work			Work with people		
Active and physical work			Work alone		

### Some jobs I might be interested in

*Name of Job(s) Training I might need*


### Work/Volunteer Experience i have had

*Type of Job      Employer      Paid or volunteer      Dates*


### Vocational Tests and Inventories

*Date      Name of test      What I learned about myself*


### Who i can get letters of recommendation from

*Name      Position      Phone*


### Other important information

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## Future Adult Goals in Postsecondary Education and Training

<i>The number in each box below tells my interest and the amount of support I might need</i> 1 = none      2 = minimum      3 = moderate      4 = maximum					
	Interest	j	Support		
	Interest			Support	
2-year Community College					4-year College or University
Community Education					Trade or Business School
Technical College					Other
Program of study I am interested in _____					

### Schools I have visited

<i>Date</i>	<i>Name of School</i>	<i>What I learned</i>

### Schools I have applied to attend

<i>Date</i>	<i>Name of School</i>	<i>Status of application</i>

### Entrance exams I have taken

<i>Date</i>	<i>Name of test</i>	<i>Score/Rank</i>

### Financial aid I have applied for

<i>Date</i>	<i>Name of aid</i>	<i>Status of application</i>

### I communicate best by

talking     writing     signing    other

### I learn best by

modeling     repeating     reading  
 hands-on     listening     other

### Accommodations and assistive technology that I use

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## Question #11: How can information about students be shared between schools and community agencies?

Information about students can be shared between schools and agencies if a student and his or her parents sign a release of information form, such as the sample below.

I hereby authorize each member of my transition planning team listed below to share information about me that each of them have with all of the other members of my team. I understand that this information is private and will be used for the purpose of coordinating services and developing a transition plan.

(examples)

Flat County School District  
Division of Rehabilitation Services  
Tri County Social Services  
Productive Alternatives, Inc.  
Tri County Public Health  
Northwest Technical College

This authorization shall be valid until \_\_\_\_\_, 19\_\_\_\_

Signature

Date

\_\_\_\_\_

\_\_\_\_\_

Signature of parent, guardian or witness

Date

\_\_\_\_\_

\_\_\_\_\_

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## **Question #12: What are some strategies for successful collaboration between schools and agencies?**

### **Interagency Collaboration**

There are at least three types of interagency collaboration that can facilitate successful working relationships between schools and other service agencies: information exchange, service coordination, and shared resources.

#### **Information exchange**

One type of collaboration between agencies is to simply agree to exchange information about individual students. This information could be educational, psychological, vocational, social and/or medical. The information needs to be kept current in order to be useful to the receiving agency and to insure that assessments are not duplicated. The 1992 Rehabilitation Act Amendments require rehabilitation counselors to use any of the existing information mentioned above to allow for timely determination of eligibility for rehabilitation services.

#### **Service Coordination**

Another type of interagency collaboration insures that when the school is no longer involved with the student, other agencies will be able to begin their involvement immediately. Service coordination must be carefully planned between all agencies involved on a student's IEP/transition planning team—the goal is uninterrupted service delivery. Specific responsibilities are determined by a student's transition planning team. The following example of a "hand-off agreement" in the area of employment is adapted from Wehman, 1992:

School: The school will provide work experience for John Johnson during his last two years of school in at least two different community work sites. This will occur at least four days each week, four hours each day, prior to graduation



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from school. When a competitive employment position is identified prior to graduation, the school will confer with the agency liaisons regarding support needs. Training in the use of public transportation in the local community will be included as part of the work experience training.

Division of Rehabilitation Services: The rehabilitation counselor will arrange for supported employment services for John Johnson immediately following graduation. If after graduation John still requires two or more hours of job coach support three times per week, the counselor will arrange these services. The rehabilitation counselor will arrange for the provision of services far enough in advance so that the school and the services provider can cooperate for a smooth transfer of services.

County Social Services: The county case manager will initiate long-term follow-along services for John Johnson after he has adjusted to the employment situation and the rehabilitation counselor has terminated involvement. The case manager will allow time for transfer of information in the event of a change in service delivery personnel.

**Shared resources**

A third type of interagency collaboration provides for a coordinated overlap of service implementation *without spending overlap*; agencies can combine resources to serve a targeted population of students during their high school years. In this model, all agencies are involved with the planning and implementation of services, but there is no duplication of spending for individual students. For example, a variety of agencies would work together to assist students in developing their transition plans and in implementing employment support services. Through this type of written interagency agreement there is a planned procedure for information sharing; in addition, service implementation is designed to prevent duplication and promote equitable cost sharing.

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## Developing an Interagency Agreement

It used to be that interagency agreements simply included the signature of each agency that was willing to talk about transition together. In other words, the agencies agreed to nothing more than to come to the table. Although opening the discussion provides a beginning for collaboration, the development of an interagency agreement that specifies the roles and responsibilities of each agency is the crucial next step.

Interagency agreements do not need to include all agencies and groups imaginable within a community. The example that follows illustrates a specific agreement between Education, the Division of Rehabilitation Services, and County Social Services. Other possible agreements could be between:

- Special Education, Vocational Education, DRS, and JTPA (Job Training Partnership Act) for the purpose of sharing the responsibility of vocational evaluation, training, and placement; or
- Special Education, a community college, and a Center for Independent Living for the purpose of residential training and support for community college students with disabilities.

The possibilities for collaboration are limited only by an agency's unwillingness to risk a written commitment to collaborate in providing the best possible services for individuals in transition.

### *Sample*

## **Comprehensive Interagency Agreement**

This sample agreement is between Education, the Division of Rehabilitation Services, and County Social Services for the purpose of providing ongoing employment support to young adults with severe developmental disabilities. Each of the necessary components of the agreement are listed along with some samples of what these components might include.

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**Mission Statement**

The purpose of this agreement is to provide for meaningful post-school employment outcomes for youth with severe disabilities. It is understood that the students targeted for services in this cooperative agreement will be in their last two years of school. All of these students, at the point of graduation, will become the responsibility of the adult services system. Formal transition planning for individual students will begin at age 14 for the purpose of implementing meaningful functional and community-based instructional programs in integrated environments. As part of this agreement, adult services involvement will be provided as needed during the years prior to and after leaving school.

**Cooperating Agency Liaisons**

Each cooperating agency agrees to designate at least one individual to act as a transition liaison among the three agencies. These liaisons will be primarily responsible for maintaining frequent and regular contact among the agencies through participation on the local Community Transition Interagency Committee and for coordinating services for all students moving from school to adult services. Each agency liaison must be responsible for his or her agency at all IEP/transition meetings, for providing information regarding their agency's capacity to provide agency services and/or resources, and for authorizing or committing agency services or resources.

*Other details of the agreement should include the following:*

1. Schedule of communication between cooperating agency liaisons.
2. Individualized transition planning meetings.

Sample language: We agree to initiate the planning and scheduling for individualized transition planning meetings for mutually agreed upon target group of students age 14 or older. The development of a transition plan should be completed as part of the IEP meeting, with transition planning

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issues being discussed first. The rehabilitation counselor and the county case manager will incorporate transition goals as appropriate into the Individual Written Rehabilitation Plan and the Individual Service Plan. The school liaison is responsible for ensuring that the release of information authorization forms are signed by the appropriate person(s) prior to scheduling IEP/transition planning meetings. The school liaison will notify the cooperating agency liaisons of IEP meetings at least three weeks prior to each meeting. The IEP/transition planning meeting is the appropriate forum for the agency representatives to develop plans of long-term service provision for graduating students. Each agency representative should assume responsibility for referral to, and delivery of, the various services required for an effective transition from high school to adult life. Agency representatives should bring: referral/service application forms, program or agency brochures, and information on program eligibility to IEP/transition planning meetings for parents and students. The coordination of the services at the IEP/transition planning meeting should provide for smooth and continued delivery of services.

*This part of the agreement should be followed by the specific services provided by each agency. For example:*

**The Public School** agrees to provide one full-time certified work experience coordinator to place and train specific students in competitive employment settings. The work experience coordinator's schedule must be flexible enough to allow planning around the work hours of any given student in any given employment situation.

**County Social Services** agrees to designate at least one full-time employment specialist to team up with one full-time school work experience coordinator. The organization agrees to assume responsibility for ongoing follow-along services for all employment candidates who are

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placed in jobs by the supported competitive employment team prior to graduation. A firm commitment to this model is critical prior to placement of any individual in a job that utilizes the supported competitive employment approach. The employer, the student, and the student's parent or guardian will depend on the continuation of these services.

**Rehabilitation Services**, through the rehabilitation counselor, agrees to assess students served by the school work experience coordinator to determine their eligibility and need for Vocational Rehabilitation Services. Eligible students will be placed on the DRS caseload, but the training and other intervention hours provided by the school work experience coordinator will not be billed to the rehabilitation counselor. DRS will work with the school work experience coordinator to place DRS eligible school-age persons into jobs prior to their graduation. When a student needs supported employment, DRS agrees to authorize funding for initial training and support when extended support is available from the county following stabilization on the job. Prior DRS authorization for supported employment is required on a case by case basis.

### 3. Interagency inservice

Sample language: Cooperating agency liaisons should coordinate at least one interagency inservice training program during each school year that addresses issues surrounding transition, employment, residential options, secondary or post secondary education, adult services, and so on. The agency liaisons are responsible for issuing invitations to cooperating agency staff to attend transition-related inservice sessions provided by any agency. The interagency transition liaisons must work together as a team to plan or conduct at least one transition-related inservice training session.

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4. Examples of information that can be exchanged include:
    - List of upcoming graduates;
    - Projected graduates over a 5-year period;
    - Adult services programs in the community;
    - Adult services selected for graduating youth; and
    - Post graduation follow-up results.
  
  5. Administrative considerations for interagency agreements should include:
    - Staff competency;
    - Liability;
    - Office space;
    - Transportation;
    - Dissemination of agreement;
    - Review and modification of agreement; and
    - Procedures for development of new services.

## **Alternative Strategies for Interagency Linkages**

If the agreed upon strategies for interagency linkages for individual students do not work out, alternative strategies may be identified without changing the student's IEP. In some situations, the team may decide to revise the IEP by changing goals, short term objectives, timelines, or statements about agency responsibility. For example, a student graduates in May at age 19 and begins receiving post-school supported employment services specified on the IEP. The following September those services are terminated because of budget cuts. In October, it is possible for the IEP/transition planning team to reconvene and decide that because the former student has not reached the age of 21 and is in need of transition services, the educational agency will provide supported employment services through its existing employment program. The team may also identify other agencies that can provide the necessary supported employment services and make plans for accessing the services from the other agencies. The team should also consider support provided by co-workers or others in community settings.

In another example, a student's IEP specifies that a community

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residential placement is needed within the next three months. If a community residence is not available by then, the team would meet again to discuss the delay and to determine the status of access to service. It may be that waiting lists indicate a six month wait, but the likelihood of accessing services is high. In that case, the IEP/ transition planning team may decide to lengthen the timeline and meet in another three months to discuss progress. If the community residence is not a likely possibility for this student due to lack of availability, eligibility, or other reasons, the team may try to come up with other strategies to achieve the same goal. These strategies may include creative use of Social Security and other funds to purchase or rent housing, pooling resources *of* young adults with similar needs (both with and without disabilities), or seeking the assistance of advocacy or lobbying groups.

Public Law 101-476, the Individuals with Disabilities Education Act, does not imply that the burden for services, programs, or financial responsibility falls solely on the educational agency when things do not turn out as planned. By giving parents and students a means to re-engage with the planning team when things go wrong, the provision seeks to prevent students from "failing through the cracks" with no place to go for assistance and advocacy. Ingenuity, creativity, and a willingness to jointly seek alternative solutions are needed when initial plans or strategies fail to materialize. The strength of this provision relies on the existence of local or state interagency agreements that clearly delineate the financial and legal responsibilities of agencies involved in transition services.

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## Question #13: What is a Community Transition Inter-agency Committee?

The Community Transition Interagency Committee (CTIC) is the vehicle used in Minnesota for successful interagency collaboration. A CTIC (pronounced as "see tick") is a local group *of* people representing many agencies and organizations, as well as parents and consumers, who meet to improve transition services and support at the community level. These committees were created through legislation in 1987 (see CTIC legislation under question for this section); there are currently about 75 CTICs operating across the state. The collaborative strategies described in question 12 can only be achieved with the participation of committed, concerned community members. Each CTIC requires representation by educators, community agency staff, and parents of youth with disabilities. People interested in making a positive impact on the lives *of* young adults with disabilities in their local community will find their contribution to their local CTIC welcome.

Detailed information about the status and activities of CTICs throughout Minnesota can be found in the CTIC Annual Report, written by the Institute on Community Integration (ICI) at the University of Minnesota. This report can be ordered from ICI by calling the publication's office at (612) 624-4512.



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## Question #14: How can we determine who will fund the support a high school student needs at a technical college?

If a student is considering vocational training at a technical college while still in high school, the IEP/ transition planning team needs to include a representative from the technical college support services staff. The team should discuss the goals of attending the technical college, the course selection, and the supports needed. The providers and payers for the support services needed by the student will be outlined in the IEP/transition plan. If the student and family wish to access the technical college on their own, they can enter by way of the Post-secondary Enrollment Options Program.

Although a high school student may need additional support services while at a post-secondary institution, it is recommended that the school district enter into a bill-back agreement for tuition and the cost of support services. This method ensures that the school district and post-secondary institution coordinate the necessary supports that a student needs to have a successful experience.

The technical college has an array of supplemental support services that are available to all enrolled students with a documented disability. The technical college is required to provide reasonable accommodations in accordance with Section 504 of the Rehabilitation Act. In some cases, such as if the technical college has to hire a sign language interpreter, there will be an additional cost. This cost can be covered by the high school's special education services for a student on an IEP.

Other types of support services can be coordinated between the high school special education staff and the technical college support services staff. The special education teacher can provide accommodations, such as curriculum modifications or assistive technology. The technical college support service staff can provide consultation to the vocational instructor regarding the student's learning style and monitor the student's progress or provide a technical tutor to work on course content mastery.

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Question #15: What Social Security benefits are available for students with disabilities preparing for transition?

The following letter describes these benefits:

Date: February, 1993

To: Special Education Personnel  
Rehabilitation Counselors  
School Nurses  
School Guidance Counselors  
Chairs of Community Transition Interagency Committees

From: Wayne Erickson, State Director of Special Education  
Minnesota Department of Education  
Norena Hale, Assistant Commissioner  
Div. of Rehabilitation Services,  
Department of Jobs and Training  
Mark Faitek, District Manager, St. Paul  
Social Security Administration

Re: Social Security Disability Benefits for Youth with Disabilities  
Preparing for the Transition from School to Adult Life

The purpose of this correspondence is to reach special educators, health care providers, guidance and rehabilitation counselors, community service personnel, and others who can provide information to families and individuals about the programs for which they may be eligible under the Social Security Administration (SSA). As youth with disabilities prepare to transition from school to adult life they may be eligible to receive benefits provided through the Social Security Administration. School personnel have a responsibility to assist these youth to access the benefits for which they are entitled.

Currently, many children and youth with disabilities are failing to

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collect benefits for which they are entitled through SSA. Youth with disabilities whose families have limited income and resources may qualify for monthly Supplemental Security Income (SSI) benefits. For youth with disabilities age 18 and older, eligibility for SSI disability programs depends on the individual's income and is no longer dependent on family income, unless the youth is under 22 and a student regularly attending school or training. Eligible youth may also receive Medicaid, which can help pay their medical expenses. Individuals should apply as soon as possible, since upon being found eligible, the benefits may be paid back to the day of application.

The Social Security Administration has new rules for evaluating disabilities in children and youth which are expected to provide a more equitable assessment of disabilities. The new rules for eligibility provide for individual assessment of each child's ability to function. The child's ability to function is determined by looking at the impact of the impairment on the child's everyday activities. If the child's physical or mental impairment substantially limits his or her ability to function appropriately, independently, and efficiently in an age appropriate manner, the child may be found disabled. Data from school records, i.e., Individual Education Plan report, psychologist report, school medical records, can be used to provide documentation of the disability. Other new childhood disability regulations provide detailed guidelines for evaluating mental disorders in children, and, for the first time, specifically cover psychoactive substance dependence, anxiety disorders, hyperactivity, personality disorders, autism, tic disorders such as Tourette's Syndrome, Down Syndrome, cystic fibrosis, and anorexia.

Educators and health providers need only have families and individuals contact the local Social Security Administration for program and eligibility information. An application can be completed over the phone in order to facilitate the eligibility process. For information about disability benefits for children and youth contact the Social Security Administration office in your area. If there is no local number, call the nation-wide toll free number at

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1-800-772-1213 or TDD 1-800-325-0778. (The line is often busy so it is best to call early in the day.) Pass on this phone number to parents and individuals as they are preparing to transition from school.

The following is a list of Minnesota Social Security Offices and the counties which they serve:

Alexandria	308 3rd Avenue E., 56308 Douglas, Grant, Pope, Stevens
Austin	404 2nd Street NW., 55912 Dodge, Freeborn, Mower, Steele
Bemidji	315 5th Street, 56601 Beltrami, Cass, Clearwater, Hubbard, Koochiching, Lake of the Woods, Wadena
Duluth	400 1st. Bank Place 130 W. Superior Street, 55802 Aitkin, Carlton, Cook, Kanabec, Lake, Pine, St. Louis
Fairmont	720 Blue Earth Avenue, 56031 Cottonwood, Jackson, Martin, Nobles
Fargo, ND	Room 308, Federal Building 657 2nd Avenue N., 58108 Becker, Clay, Mahnommen, Norman, Pennington, Polk
Fergus Falls	125 W. Lincoln Avenue P.O. Box 617,56537 Ottertail, Traverse, Wilkin
Grand Forks, ND	124 N. 6th Street P.O. Box 1678,58201 Kittson, Marshall, Roseau

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<b>Hibbing</b>	2523 1st Avenue Box 647,55746 Itasca, Northern St. Louis
<b>Mankato</b>	2145 Mankato Mall P.O. Box 550, 56001 Sibley, Waseca, Watonwan
<b>Marshall</b>	1210 E. College Drive, 56258 Big Stone, Chippewa, Lac Que Parle, Lincoln, Lyon, Murray, Renville, Redwood, Swift, Yellow Medicine
<b>Minneapolis</b>	1811 Chicago Avenue, 55404 Anoka, Carver, Hennepin, McLeod, Scott
<b>Rochester</b>	401 NW 16th Avenue, Suite 104 P.O. Box 609,55903 Fillmore, Goodhue, Olmsted
<b>St Cloud</b>	Federal Building, Room 130 720 N. St. Germain Street, 56301 Benton, Crow Wing, Kandiyohi, Meeker, Mille Lacs, Morrison, Sherburne, Stearns, Todd, Wadena, Wright
<b>St Paul</b>	Rm. 185,316 N. Robert Street, 55101 Chisago, Dakota, Isanti, Ramsey, Washington
<b>Sioux Falls, SD</b>	705 E. 41st Street P.O. Box 1710,57117 Pipestone, Rock
<b>Winona</b>	164 E. 4th Street, 55987 Houston, Wabasha, Winona

Support and Advocacy Organizations that may assist an individual and family in the application and/or appeal process are listed below:

PACER, Inc.  
4826 Chicago Avenue S  
Minneapolis, MN 55419  
612-827-2966

Disability Law Center  
430 First Avenue North, Suite 300  
Minneapolis, MN 55401  
612-332-1441

Office of Ombudsman  
Suite 202, Metro Square Building  
7th and Robert Street  
St. Paul, MN 55101  
612-296-3848  
1-800-652-9747

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## Question #16: Are high school counseling services eligible for special education reimbursement?

The following excerpt from a letter from the Minnesota Department of Education (February, 1993) describes reimbursement for these services:

Counseling services are eligible for state or federal special education reimbursement when those services are directly related to the student's disability and are necessary for the student to benefit from the special education program as defined in the student's IEP/transition plan.

Reimbursable activities for school counselors include assessment as a member of a multidisciplinary assessment team or when needed by a student with a disability, participation on an IEP/transition planning team to provide advice concerning present levels of performance regarding specific assessments completed by the counselor, to identify current needs, and to assist in formulating goals and objectives which address the counseling needs of the student as they relate to the special education program.

The needed counseling services to be performed by the qualified school counselor must be included in the goals and objectives section of the IEP. Such services would include providing guidance and counseling in keeping with the IEP and providing supportive counseling and training for parents. Examples of parent counseling and training services necessary to help the student with a disability benefit from the special educational program are: assisting parents in understanding the special needs of their child; providing parents with information about child development; and, providing parents with referrals to parent support groups and financial assistance resources.

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**Question #17: What are the provisions regarding transportation funding for students with disabilities during their high school transition years?**

The following memo regarding the funding of transportation services to students in transition was recently sent out by the Minnesota Department of Education

To: Superintendent of Schools  
Supervisor of Transportation

From: Robert W. Fischer  
Pupil Transportation Specialist

Subject: Between School Buildings Transportation

Date: July 1, 1993

Recently, many questions have been raised about what types of activities can be included in Between School Buildings Transportation. Over the past several years, the criteria have been somewhat expanded to include types of activities which formerly were not eligible.

Department staff from the Community Collaboration, Education Finance and Analysis, Fiscal Services, Learner Foundations and Learning Program Operations teams met to discuss the issue and clarify Department policy. The results of that discussion are:

1. Between School Buildings will adhere to the criteria that are distributed in the "Instructions for Completing the Pupil Transportation Annual Report." District transportation costs will be audited strictly with those criteria in mind.
2. Beginning with the 1993-94 school year, Between School Buildings-Disabled will be interpreted differently than that of Item #1.



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The difference is in the criterion of "a minimum of ten days" which will not be adhered to because of the federal /state requirement for "transition services" for students with disabilities beginning at age 14 or grade 9. Transition services may require instruction to occur in the community for work, independent living, and/or recreation and leisure skills development. Those educational experiences/ instruction do not necessarily require a minimum of 10 days or regular repeating transportation. The determining factor for FIN 727 will be whether between school buildings transportation is required in order to accomplish the goals and objectives of the student's IEP. Transportation costs will be audited on this basis.

Please be advised that the transportation funding formula has changed over the past several years so that nonregular transportation, including between school buildings transportation, is no longer 100% funded. At the same time, Federal laws require that related services, including transportation, have to be provided under certain conditions. The Federal mandate is not accompanied by any funding to help pay for the services they require you to provide. The above outlined policy was developed to help districts maintain fiscal health.

We suggest that each district initiate dialog between administrative, special education and transportation staff to insure that transportation services are provided and costs are reported in accordance with these policies.

If you have any questions concerning this matter, please contact Linda Schroeder (612-296-2839) or Bob Fischer (612-296-9610) of the Learner Foundations Team.

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Question #18: What are the rights of parents in the transition planning process and what are some helpful resources for parents?

School districts must take steps to ensure that one or both of the parents are present at each meeting or are given the opportunity to participate at each meeting to develop, review, or revise the IEP/transition plan. School district staff members will document efforts to contact and involve the parent(s) in developing a student's IEP. Such efforts include:

- Notifying the parent(s) of the meeting in writing early enough to ensure that he or she will have an opportunity to attend. The written notice sent to the parent(s) before the meeting should indicate that the purpose of the team meeting is to plan transition, the time and location of the team meeting, and who will be in attendance; and
- Scheduling the meeting at a mutually agreed upon time and place.

If neither parent can attend, school district staff must use other methods to ensure parental participation, including individual or conference telephone calls.

A meeting may be conducted without the parent(s) in attendance if the school district is unable to convince the parent(s) that he or she should attend, or if the parent(s) does not respond to the district's efforts for the parent(s) to participate. School districts will maintain a record of attempts to arrange a mutually agreed upon time and place such as:

- Detailed records of telephone calls made or attempted and the results of those calls;
- Copies of correspondence sent to the parent(s) and any responses received; and
- Detailed records of visits made to the parent's home or place of employment and the results of those visits.

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School districts need to take whatever action is necessary to ensure that the parent(s) understands the proceedings at the meeting, including arranging for an interpreter for any parent whose native language is other than English, who is hearing impaired, or who uses some other mode of communication.

## **Resources for Families Involved in Future Planning**

An excellent resource on how to assist students and their families in planning for the future is a book called *Disability and the Family: A Guide to Decisions for Adulthood* (1989) by Turnbull, H.R., Turnbull, A.P., Bronicki, G.J., Summers, J.A., & Roeder-Gordon, C. It is available from Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-9945, (800) 638-3775. The information presented in this book is based on the following premises:

- People with disabilities and their families should have freedom of choice concerning every aspect of their lives—friends and assistance, where to live and work, with whom to live and work, and what sorts of recreation to pursue, among other things.
- The quality of life of people with disabilities and their families is enhanced when choices are available and when the means for carrying out these choices are expanded by careful planning for the future.
- Future planning can be difficult. It can be stressful and fraught with uncertainty, and can demand a tremendous amount of your time and energy.
- Future planning, however, can help family members recognize and act upon the choices available, thereby improving the quality of life for individuals with disabilities and their family members.

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- Because so many families affected by disability tend to live a day at a time, they need a future planning guidebook—a companion that they can refer to as they seek to give some shape to the future.
  - This future planning book is for families, but it is also for professionals who will work with families and who need to know as much as families do about future planning, if not more.

Another excellent resource for families is the colorful booklet "If's Never Too Early, It's Never Too Late," written in 1988 by Beth Mount and Kay Zwernik. This document introduces Personal Futures Planning as a person-centered process focused on the enhancement of opportunities and positive personal growth. The "capacity perspective" versus the "deficiency perspective" is reviewed and basic components of team planning activities are outlined. This booklet and an accompanying video tape are available from the Governor's Planning Council on Developmental Disabilities, 300 Centennial Office Building, 658 Cedar Street, St. Paul, MN 55155, (612) 296-4018.

Another process for assisting students in planning their future is called MAPS (McGill Action Planning System). This system was developed in Canada by Marsha Forest, Judith Snow, and others, and has been used successfully in many parts of the United States as well. The goal of the MAPS process is to develop a plan that meets a student's needs in school and community settings. The questions asked by MAPS include:

- What is the person's history?
- What is our dream for the person as an adult?
- What is our nightmare?
- Who is the person?
- What are the person's strengths, gifts, and abilities?
- What are the person's needs?
- What would an ideal future look like for the person and what must be done to make it happen?

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## Question #19: What are some written resources that are helpful for transition planning?

The following resources may be useful in the transition planning process:

"Begin the Between: Planning for the Transition from High School to Adult Life." (1992).

This guide reviews basic issues on successful transition from high school to adult and community living. It provides strategies for planning and an introduction to the adult service system. Free to parents of Minnesota high school aged children and young adults with disabilities; A small fee for others. Available through PACER Center, 4826 Chicago Avenue S, Minneapolis, MN 55417-1055. (612) 827-2955 (Voice and TDD).

"Community Transition Interagency Committee Yearly Summary." (1993).

This is the annual report on the status of CTICs in Minnesota, compiled for the Minnesota Department of Education by the Institute on Community Integration. Available from the Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, (612)624-4512.

Funding Services for Youth with Disabilities in Transition: Discover Minnesota's Possibilities (1993).

A resource for transition planning teams to use as a guide in determining how to fund the services and support needed to make a smooth and successful transition from high school to adult life. Available through Minnesota Educational Services, 70 W. County Road B-2, Little Canada, MN 55117-1402, (612) 483-4442 or 1-800-652-9024.

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"IMPACT: Feature Issue on Family Empowerment." (Summer, 1992).

This 24-page newsletter focuses on the empowerment of families of persons with developmental disabilities. Professionals share strategies and models for a collaborative, respectful approach to service provision; families also share their experiences in seeking support and assistance from service systems that all too often undermine human dignity and family integrity. Available from the Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, (612) 624-4512.

"IMPACT: Feature Issue on Transition." (1992).

This 16-page newsletter focuses on transition issues for young adults with disabilities. Included are articles related to transition policy, service needs, and strategies for designing effective transition programs. Profiles of students who have successfully made the transition from high school to adult life are also included. Available from the Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, (612) 624-4512.

"Information for Parents of High School Students with Disabilities in Transition to Adult Life." (1993).

This booklet of information may be useful to families involved in transition planning; it was compiled by PACER Center for the Minnesota Transition Systems Improvement Initiative. Available from Minnesota Education Services, 70 W. County Road B-2, Little Canada MN 55117-1402, (612) 483-4442 or 1-800-652-9024.

"Integrating Transition Planning into the IEP Process." (1992).

This guide shows how to incorporate transition planning into the IEP process and helps students become self-advocates. It describes skills needed for employment, community living, post secondary education and leisure activities. Sample IEPs are included. Available through the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589.

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"Life Beyond the Classroom: Transition Strategies for Young People with Disabilities." (1992).

This book by Paul Wehman provides a comprehensive guide to planning and implementing transition services at the individual and local levels. The volume includes chapters devoted to the unique needs of youth from a number of different disability groups. Issues relevant to interagency teaming, working with families, secondary educational program design and development, and job development are addressed in detail. Available from Paul H. Brookes Publishing Company, P.O. Box 10624, Baltimore, MD 21285-9945, or call 1-800-638-3775.

"Minnesotans Speak Out." (1992)

This is a summary of town meetings held throughout the state on the service delivery system for persons with developmental disabilities. The report includes recommendations and is available from the Governor's Planning Council on Developmental Disabilities, 300 Centennial Building, 658 Cedar Street, St. Paul, MN 55155, (612) 296-4018.

"Mission: Independence." (1993)

A resource guide for strengthening the involvement of community education programs and services during the transition years, by Susan Young, Minnesota Community Education Association. Single copies available from the Interagency Office on Transition Services, Minnesota Department of Education (612) 296-5660.

"Rehabilitation Services: They're Working." (1992).

This 25-minute videotape describes the services available from the Minnesota Division of Rehabilitation Services. The referral process, eligibility criteria, individualized plan development, and other services are described. The video is available from the Division of Rehabilitation Services, 1210 East College Drive, Marshall, MN 56258, (507) 537-7280.

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"Speak up for Health." (1992).

This 15-minute videotape is about young people who understand their health care needs, who value independence, and who speak out on their own behalf. In addition, it is about parents who recognize and support the need for knowledge and independence in the area of health care. Available from PACER Center, 4826 Chicago Avenue South, Minneapolis, MN 55417, (612) 827-2966 (Voice and TDD).

"Speak up for Health: A Handbook for Parents." (1992).

This publication focuses on preparing adolescents with chronic illness and disabilities for independence in health care. It covers topics such as letting go, self-advocacy, communicating with health care professionals, adolescent sexuality, and paying for health care. Available from PACER Center, 4826 Chicago Avenue South, Minneapolis, MN 55417, (612) 827-2966 (Voice and TDD).

"Supported Employment: A Step by Step Guide." (1992).

By Cathleen Urbaine, Supported Employment Project Coordinator at PACER Center. This booklet was designed to help persons with disabilities and their families obtain or improve supported employment by explaining how the adult service system works, describing some current "best practices," giving tips to help individuals access supported employment, and suggesting ways to help bring supported employment into a community. Available from PACER Center, 4826 Chicago Avenue S, Minneapolis, MN 55417-1098, (612) 827-2966 (Voice and TDD).

"Teaching the Possibilities: Home Living Resource Guide for Transition Planning." (1990).

This guide contains resources and teaching tips to provide teachers and agency staff with a framework to address the needs of students with disabilities as they prepare for future living environments. Available through Minnesota Educational Services, 70 W. County Road B-2, Little Canada, MN 55117-1402, (612) 483-4442 or 1-800-652-9024.



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"Teaching the Possibilities: Identifying Individual Transition Needs." (1993).

This resource guide for transition planning was developed to assist special education teachers as they assess individual students' transition needs. It includes a description of the transition assessment process, a list of assessment instruments in the five transition planning areas, and several future planning surveys to be used with parents and students. All secondary special education teachers could benefit from this resource. Available through Minnesota Educational Services, 70 W. County Road B-2, Little Canada, MN 55117-1402, (612) 483-4442 or 1-800-652-9024.

'Teaching the Possibilities: Jobs and Job Training Resource Guide for Transition Planning." (1991).

This guide contains resources and teaching tips to provide teachers and agency staff with a framework to address the needs of students as they prepare for future employment. Available through Minnesota Educational Services, 70 W. County Road B-2, Little Canada, MN 55117-1402, (612) 483-4442 or 1-800-652-9024.

'Teaching the Possibilities: Postsecondary Education and Training Resource Guide for Transition Planning." (1992).

This guide contains resources and teaching tips to provide teachers and agency staff with a framework to address the needs of students as they prepare for post-secondary and life-long learning. Available through Minnesota Educational Services, 70 W. County Road B-2, Little Canada, MN 55117-1402, (612) 483-4442 or 1-800-652-9024.

'Teaching the Possibilities: Recreation and Leisure, and Community Participation guides will be available in 1994.

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Transition Brochures. (1993).

Topics include: Special Education Services and Programs, County Social Services, Division of Rehabilitation Services, State Services for the Blind, Preparing for Adult Life (consumer-focused) and A Model of Interagency Collaboration (an overview of Minnesota's Transition Model). A complimentary copy is available from the Interagency Office on Transition Services, (612) 295-5660 or TTY/TDD (612) 297-2094. Multiple copies available from Minnesota Educational Services.

Transition From School to Adult Life: Models, Linkages, and Policy. (1992).

Edited by Rusch, F., Destefano, L., Chadsey-Rusch, J., Phelps, L., & Szymanski, E. This text provides a comprehensive look at transition, focusing on transition models, methods, issues and policies. Available from Sycamore Publishing Company, P.O. Box 133, Sycamore, IL 60178, (815) 756-5388.

Transition from School to Work for Persons with Disabilities. (1988).

Edited by D. Berkell and J. Brown. Key issues in transition planning are addressed, with a review of how current practices and trends affect students, professionals, and families. Available from Longman, Inc., 95 Church St., White Plains, NY, 10601, 1-800-447-2226.

"Transition Policy in Minnesota—A Glance Back, A Look Ahead." (1993).

This document is an outcome of a number of community forums conducted around the state as well as interviews with key stakeholders. Over 60 recommendations for service improvement are made at three areas of service delivery: individual, community and state. Copies of this report can be ordered by contacting the Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, (612) 624-4512.

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"Transition Strategies that Work: Profiles of Successful High School Transition Programs." (1991).

This resource guide profiles 23 exemplary high school transition programs in Minnesota. It includes a description of each program's history, approach, ages served, transition planning areas emphasized, participant disabilities, and quality standards applied. Available from the Institute on Community Integration, University of Minnesota, 6 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, (612) 624-4512.

"What's Working: Transition In Minnesota."

A quarterly newsletter that contains ideas, strategies, and practices for Community Transition Interagency Committees in Minnesota. Available from the Institute on Community Integration, University of Minnesota, 6 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, (612) 6244512.

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**Question #20: Where can we find additional curriculum materials and written resources on transition?**

Minnesota Educational Services, formerly the Minnesota Curriculum Services Center (MCSC), provides a large variety of commercial, national, state and locally-produced curriculum resources available on a 3-week loan basis, free of charge. There is a listing available of MES's large holding of materials on transition. A library technician is available to take orders and provide assistance, tours and other library services. MES is located at Capitol View Center, 70 West County Road B-2, Little Canada, MN 55117-1402. They are open from 7:30 a.m. to 4:00 p.m., Monday through Friday. (612) 483-4442, 1-800-652-9024 (Greater Minnesota); FAX (612) 483-0234.

"Transition to Adult Life for Individuals with Disabilities." (1992). This print and media guide lists current and significant materials on transition, including books, journals, journal articles, papers, training materials, videotapes, newsletters and organizations. Available from the Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, (612) 624-4512.

The National Center for Youth with Disabilities is an information resource center that focuses on adolescents with chronic illness and disability and the issues that surround their transition to adult life. NCYD maintains an interdisciplinary database of information on research programs and educational materials for professionals, parents, and youth. The Center publishes a newsletter "Connections," a series of topical annotated bibliographies, and policy monographs. For information, contact:

National Center for Youth with Disabilities	
University of Minnesota	Phone: 612-626-2825
Box 721	Toll free: 1-800-333-6293
420 Delaware St. S.E.	TDD: 612-624-3939
Minneapolis, MN 55455	Fax: 612-626-2134

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## References

*Information in this guide was gathered from:*

Begin the Between  
(1992) PACER Center, Inc.

Colorado Transition Manual  
(1992) Colorado Department of Education

Information from the National Information Center for Children  
and Youth with Handicaps  
(1987) Transition Summary

Integrating Transition Planning into the IEP Process,  
(1992) by Lynda West, Stephanie Corbey, Arden Boyer-Stephens,  
Bonnie Jones, Robert J. Miller, & Mickey Sarkees-Wircenski.  
Developed by Division on Career Development, A Division of The  
Council for Exceptional Children.

Life Beyond the Classroom: Transition Strategies for Young  
People with Disabilities  
(1992) Paul Wehman, Published by Paul H Brookes Publishing  
Company, Maryland

Roles in Transition Planning Explained  
developed by Karen Palma-Halliday, State Transition Coordinator  
Connecticut Parent Advocacy Center

Systematic Transition Procedures  
(1989) Kansas State Department of Education

Transition Implementation Guide  
Missouri Line, Dept of Special Education  
University of Missouri-Columbia

Transition Planning: A guide for Secondary School Staff and IEP  
Managers  
(1993) Saint Paul Public Schools

Transition to the Community  
(1991) Professional Practice Manual  
St. Croix River Education District

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PACER Center, Inc. has several materials available to families of youth in transition. For a complete listing, contact:

PACER Center, Inc.  
4826 Chicago Ave. S.  
Mpls, MN 55417  
Phone (voice & TDD) 612/827-2966  
or  
1-800-537-2237

Project Invest is a resource bank of interagency professionals who have received specialized training to provide technical assistance in the area of transition. Project personnel can assist local, regional and state agencies and service providers in the development of successful transition outcomes. To access Project Invest consultants contact Stephanie Corbey, Interagency Office on Transition Services (612) 296-0280.