



FEDERATION FOR CHILDREN  
WITH SPECIAL NEEDS



INFORMING, EDUCATING, EMPOWERING FAMILIES  
617-236-7210 | [www.fcsn.org](http://www.fcsn.org) | [fcsninfo@fcsn.org](mailto:fcsninfo@fcsn.org)

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## Who We Are

**Parent Training and Information Center** a project of  
The Federation for Children with Special Needs

Is committed to enhancing **educational, health** and **community** participation opportunities for Massachusetts families with the **greatest need**, due not only to disability, but for those who are the most educationally and economically disadvantaged.

The Federation provides these **families** with information, support and assistance to encourage full participation in community life by all children, especially those with disabilities.

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Educating,  
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Families*

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## The Federation's Impact on Families

- Assist approximately 40,000 families per year
- Respond to more than 16,000 phone calls and emails per year
- Maintain website, [www.fcsn.org](http://www.fcsn.org), which receives more than 1,500,000 visitors per year
- Present 600 training workshops to 8000 families and 1000 professionals at 100 sites across the state annually
- Publish quarterly newsletter, *Newsline*, with a distribution of 30,000 readers
- Join us on Facebook Twitter and YouTube!

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## Parent Training and Information Center

800-331-0688

<http://fcsn.org/pti/index.php>  
<http://fcsn.org/pti/workshops/home.php>  
<http://fcsn.org/pti/laws/specialled.php>  
<http://fcsn.org/pti/topics/topics-home.php>  
<http://fcsn.org/pti/advocacy/becomeanadvocate.php>  
<http://masspac.org/>

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# Turning 14

Produced by the Parent Training and Information project at the Federation for Children with Special Needs,  
supported in part by grant #H328M04001 from the U.S. Department of Education, Office of Special Education Programs  
and the Massachusetts Department of Elementary and Secondary Education.

The Schrafft Center \* 529 Main Street, Suite 1102 \* Boston, Massachusetts 02129  
(617) 236-7210 \* Fax (617) 241-0330 \* www.fcsn.org \* In-state toll free (800) 331-0688 \* Western Massachusetts (413) 323-0681

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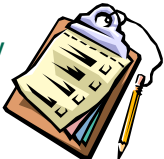
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## Workshop Agenda



1. Defining Transition
2. Self Determination and Self Advocacy
3. Transition Planning Form (TPF)
4. Transition Assessment
5. MCAS
6. Transition Services, Strategies and Options
7. IDEA and Transition
8. Age of Majority and the IEP
9. Chapter 688 and MA Adult Agencies

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## Transition – WHAT is it?



### PREPARATION for life

- ❑ School to community
- ❑ Exploration of:
  - ✓ Post-secondary opportunities
  - ✓ Vocational & employment options
  - ✓ Life in the Community
- ❑ Each student's vision
- ❑ Skill based learning

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## WHY is Transition important?



- ❑ To **prepare** young adults with disabilities moving from school to post school activities.
- ❑ To increase your student's ability to achieve **successful outcomes** in adult life.

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## IDEA 2004 – the purpose

(a) The purpose of IDEA is to ensure that all children with disabilities have available to them a free and appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and **prepare them for further education, employment and independent living.** 602(d)(1)(A)

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## Who is eligible ?

- Any student receiving special education services
- Students age 14 to 22
- Any disability classification



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## Developing The Student's Vision

**Student Vision with Parent, IEP Team & Community support**

- High expectations
- Preferences & interests
- Dreams & Exploration

Consider **courses of study** to support vocational, recreational, social and life planning goals.



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## Self Determination is ...

- The process by which a student determines their own destiny, what they want out of life.
- Determining ones own fate or having free will.
- The freedom to choose ones own way.
- A personal decision to do something or think a certain way.

*A student's self determination needs to be respected.*

**Example of self determination:**

*Making the decision to run a marathon or work in a bank, without asking anyone's opinion.*



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## Self Advocacy

**Self Advocacy gives a VOICE to Self Determination**

- Student prepared to share their own VISION at the IEP meeting
  - Good health should be part of everyone's vision
- Decision-making goals in the IEP
- Personal portfolio development
- Importance of student preferences & interests
- Insure an individualized student driven IEP process



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## Self Advocacy is so important because...

"It is not  
our abilities that  
show what we truly are;  
it is our choices" ...

*Professor Dumbledore to Harry Potter  
'The Chamber of Secrets'*

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## Getting Started ...

- Request an IEP Team meeting to address transition service needs
- Consider any current evaluations
- TEAM = student, parent, teachers, others
- Invite adult service agency to attend when appropriate
- Request Transition assessments
- Fill out the Transition Planning Form in collaboration with the team



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## Transition Planning Form - TPF

- MA DESE mandated form (Sept. 06)
- Guide transition discussion
- In student file (not attached to IEP)
- Revisit the TPF every year;
- Revise Transition goals and objectives

**NEXT STEP!** After the TPF discussion, go directly to the IEP! Develop Post Secondary Goals & determine appropriate Transition services to support **RESULTS**.



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## Transition Planning Form - 3 Steps

[www.doe.mass.edu/sped/z8MRz8m9.pdf](http://www.doe.mass.edu/sped/z8MRz8m9.pdf)

**Transition Planning Form Includes:**

- Post-Secondary Vision** considering the student's preferences, interests and the desired outcomes for education/ training, employment and adult living
- Disability Related Skill Needs** will be defined by skill development addressed in the IEP goals
- A call to ACTION of HOW** students can develop self-determination skills to be prepared both academically and functionally to meet their vision for the future and **WHO** will support them



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## TRANSITION PLANNING FORM (TPF)

Massachusetts requires that beginning when the eligible student is 14 for the IEP developed that year, the school district **must** plan for the student's need for transition services and the school district **must** document this discussion **annually**. This form is to be maintained with the IEP and **revisited** each year.

Student: Walter Doe	SASID:	Age: 17
Date form completed: 5/12/06		
Anticipated date of graduation: June 2007	Current IEP dates from: 5/20/06 to: 5/20/07	
Anticipated date of 688 referral, if applicable: n/a		

**POSTSECONDARY VISION**

Write the student's POST-SECONDARY VISION in the box below. In **collaboration** with the family, consider the student's preferences and interests, and the desired outcomes for **post-secondary education/ training, employment, and adult living**. This section should correspond with the vision statement on IEP 1.

Interested in cars

Wants to attend technical college – auto mechanic?

Family wants him to live independently after school is completed

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TRANSITION PLANNING FORM (TPF)

DISABILITY RELATED NEEDS

Write the skills (disability related) that require IEP goals and/or related services in the box below. Consider all skills (disability related) necessary for the student to achieve his/her post-secondary vision.

Goal: Anger Management

- Gets frustrated / overwhelmed - anger management skills

Goal: Organizational Skills

- Academic assignments
- Auto repair shop class
- Manage his time more effectively

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TRANSITION PLANNING FORM (TPF)

ACTION PLAN

The **ACTION PLAN** should outline how the student can develop self-determination skills and be prepared both academically and functionally to transition to post school activities in order to achieve his/her postsecondary vision. Indicate how General education/Special Education, family members, adult service providers or others in the community will help the student develop the necessary skills. **Disability Related Needs must also be stated on page 1.**

Develop the **ACTION PLAN** needed to achieve the POST-SECONDARY VISION by outlining the skills the student needs to develop and the courses, training, and activities in which the student will participate. **Include information on who will help the student implement specific steps listed below in the Action Plan.**

- Instruction:** Is there a course of study or specific courses needed that will help the student reach his/her post-secondary vision? Consider the learning opportunities or skills that the student may need. This could include specific general education courses and/or special education instruction, career and technical education, and/or preparation for post-secondary outcomes such as vocational training or community college.
- Employment:** Are there employment opportunities and/or specific skills that will help the student reach his/her post-secondary vision? Consider options such as part-time employment, supported job placement, service learning projects, participation in work experience program, job shadowing, internships, practice in resume writing/ interviewing skills, the use of a one-stop resource center and job specific skills in areas such as customer service, technology, etc.
- Community Experiences/Post School Adult Living:** Are there certain types of community and/or adult living experiences that will help the student reach his/her post-secondary vision? Consider options such as participation in community based experiences, learning how to independently access community resources, building social relationships, managing money, understanding health care needs, utilizing transportation options and organizational skills.

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TRANSITION PLANNING FORM (TPF)

ACTION PLAN ..... continued

Wants to attend technical college

Courses in school's vocational program

Review entrance requirements for technical college

Family wants him to live independently after school is completed

Study skills class in 2006

Mathematics concepts class in 2007

Continue to receive counseling services in school

Refer to DMH for eligibility determination

Continued participation in community basketball program

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## TPF to IEP (Post Secondary) Goals

Be sure that what is listed in the TPF is also noted in the IEP.

Possible Post Secondary Goals:

1. Walter will meet with his Special Educator and determine course of study for next year.
1. Walter will apply for a summer internship at the Auto Body Shop in town.
1. Walter will meet with the Guidance Counselor and discuss vocational college options and paper work needed.



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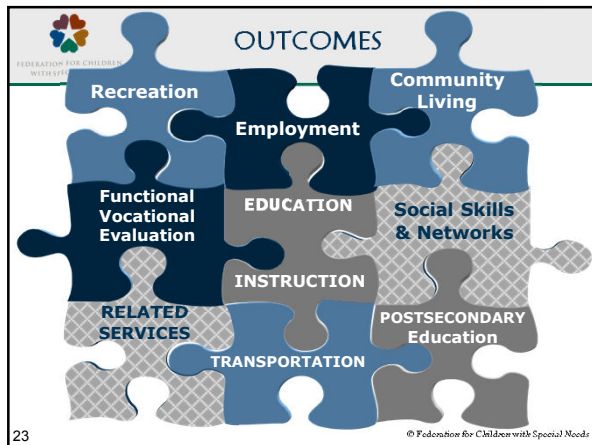
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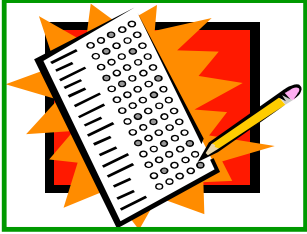
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## Age - Appropriate Transition Assessment



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## Assessments are KEY

- **Appropriate assessments drive the special education process**
- **TRANSITION assessments drive the Transition process & Transition goals in the IEP**



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## Transition Assessment

### ❖ What to think about ...

- ❖ What do you want/need to know about the student?
- ❖ What area of 'continued skill development' do you want to address?
- ❖ In which outcome area of Transition do you want to write a transition goal?
  - ✓ Education
  - ✓ Employment
  - ✓ Independent Living
- ❖ What does a good assessment look like?

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## Transition Assessment

### ❖ Accountability...

- ✓ Like any other assessment, always make your request for a Transition Assessment in writing.
- ✓ Like any other assessment, the district has the authority to do their own, first.
- ✓ On the 'Additional Information Page' note the date of your written request and type of Transition Assessment you requested.

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## Transition Assessment

- Part of an ongoing process
- FORMAL and INFORMAL
- Individual's needs, preferences, and interests
- Related current and future educational, working, living, and personal and social environments.
- Assessment data serve as the common thread in the transition process
- Forms the basis for defining goals and services to be included in the Individualized Education Program (IEP)

(The Division on Career Development and Transition (DCDT) of the Council for Exceptional Children defines p. 70-71).

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## Age Appropriate Transition Assessments

- ☐ IDEA 2004
- ☐ Data to document need
- ☐ Areas of strength, weakness, & interest



- Training
- Education
- Functional Vocational Evaluation
- Independent Living
- Functional Behavioral Assessment
- Assistive Technology
- Other appropriate Transition assessments

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## Types of Transition Assessment

- behavioral assessment information
- aptitude tests
- interest inventories
- work inventories
- intelligence tests
- achievement tests
- personality or preference tests
- career maturity or readiness tests
- self-determination assessments
- work-related temperament scales
- transition planning inventories

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## Students with Disabilities and the MCAS test

- MA law requires all students take the Massachusetts Comprehensive Assessment System (MCAS) test; with or without accommodations.
- Students may take either:
  - Standard written test
  - Alternate assessment (portfolio)
    - Evidence to prove they have met the standard
    - Evidence that they have had access to learning
- High school students must pass the MCAS to graduate and receive a state standard diploma
- 2013-2014 MCAS update
   
<http://www.doe.mass.edu/mcas/participation/default.html?section=sped>



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## MCAS Options

Students who struggle passing MCAS can:

- Retake the MCAS test beyond grade 10
- Educational Proficiency Plan (EPP) and the New MCAS/EPP Test
   
<http://www.doe.mass.edu/news/news.aspx?id=4660>
- Contact your Guidance Counselor and see if dual enrollment might be a possibility at a local community college.
- After 3 tries, request an MCAS Appeal based on grades and/or individual academic work
   
<http://www.doe.mass.edu/mcasappeals/>



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## Transition Services



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## Transition Services - IDEA 2004



"A coordinated set of activities  
 for a student with disabilities,  
 designed within a  
**results** oriented process,  
 that promotes movement from  
 school to post-school activities..."

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## Transition Service Options

- Education, including post secondary education
- Employment opportunities
- Community Involvement
- Self Advocacy training
- Related services - SPL, PT, OT, transportation
- Vocational training
- Job Coaching
- Independent Living Skills
- Recreation training



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## Common Concerns & Challenges

- **Accountability**
- **Student has no idea what they want to do**
- **Student has a constant flow of ideas**
- **Student/family refuses to think or talk about it**
- **Parent/family has very different vision from student**
- **Family is not engaged in the process**

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The Law - Word for Word

TRANSITION SERVICES 34 C.F.R.s. 300.43

(Authority: 20 U.S.C. § 1401(34))

(a) The term “transition services” means a coordinated set of activities for a *child* with a disability that -

(1) Is designed within a *results* - oriented process, *that is focused on improving the academic and functional achievement of the child with a disability to facilitate* 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 or community participation;

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The law..... continues

(2) is based upon the individual *child's* needs, taking into account the *child's strengths*, preferences and interests; and includes —

(i) Instruction,

(ii) Related services,

(iii) Community experiences,

(vii) The development of employment and other post- school adult living objectives, and

(v) If appropriate, acquisition of daily living skills and a functional vocational evaluation.

(b) Transition services for students with disabilities may be special education, if they are designed as specially designed instruction, or related services, if they are required to assist a student with a disability to benefit from special education.

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The law..... continued

34 C.F.R. s. 300.320

(Authority: 20 U.S.C. § 1414(d)(1)(A) and (d)(6))

a) Transition services: Beginning no later than the first IEP to be in effect when the child is 16, (in MA age 14\*) or younger if determined appropriate and updated annually thereafter, the IEP must include –

1) Appropriate measurable postsecondary goals *based upon age appropriate transition assessments* related to training, education, employment, and, where appropriate, independent living skills; and

2) The transition services (including courses of study) needed to assist the child in reaching those goals.

(c) beginning at least one year before the student reaches the 18 ...  
.... inform student of “age of majority” issues

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## Age of Majority

- ❑ Age 18 (state law)
- ❑ Decision making rights transfer to student
- ❑ Education, health, other areas

**Student “choice” options**

- ❑ Acting on own
- ❑ Share decision making with parent
- ❑ Delegate decision making with parent
- ❑ Court appointed guardian\*



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## Chapter 688 – the process

- ❑ “Turning 22 law”
- ❑ LEA makes referral to adult agency
- ❑ Two year planning process
- ❑ Develop an Individualized Transition Plan

**Chapter 688 is NOT:**

- ❑ Continuation of Special Education
- ❑ Determination of adult service eligibility
- ❑ Entitlement to adult services



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## MA Adult Service Agencies

- ❑ Massachusetts Rehabilitation Commission - MRC
- ❑ Department of Developmental Services - DDS
- ❑ Department of Mental Health - DMH
- ❑ Massachusetts Commission for the Blind – MCB
- ❑ Massachusetts Commission for the Deaf and Hard of Hearing

**MCDHH**

- ❑ Department of Youth Services - DYS
- ❑ Department of Children and Families – DCF



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## TRANSITION WEBSITES

<http://www.fcsn.org/pti/topics/transition/index.html> link to FCSN transition info, resources & workshop materials

[www.transitioncoalition.org/](http://www.transitioncoalition.org/) Transition Coalition at U of Kansas, information, support, & linkages to professionals, family members, individuals w disabilities & others interested or involved in the transition from school to adult life.

[www.nsttac.org](http://www.nsttac.org) National Secondary Transition Technical Assistance Center, a national Technical Assistance and Dissemination center funded by USDOE Office of Special Education Programs (OSEP) to assist states in building their capacity to support and improve transition planning, services, and outcomes for youth with disabilities.

[www.ncset.org](http://www.ncset.org) National Center on Secondary Education and Transition, E-News, publications, events, and more.

<http://www.youth-move.org/> Institute for Community Inclusion - information, strategies, and resources to transition navigators—teachers, counselors, family members, and community providers—to guide youth on the move.

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## Changing the world...



**“Inspiration is only good  
if it moves people to action.  
Otherwise, it just gives off a warm and  
fuzzy feeling. And those those warm  
and fuzzy feelings don’t change the  
world, they only make people  
comfortable.”**

**Mimi Kenney Smith**

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## Resources

Federation for Children with Special Needs (FCSN) [www.fcsn.org](http://www.fcsn.org)  
Parent Training & Information Center at FCSN <http://fcsn.org/pti/>  
FCSN Parent's Guide <http://www.fcsn.org/parentguide/pgintro.html>  
Massachusetts Department of Education [www.doe.mass.edu](http://www.doe.mass.edu)  
MA PIRC at FCSN-Parent's PLACE [www.pplace.org](http://www.pplace.org)  
Family TIES at FCSN [www.massfamilyties.org](http://www.massfamilyties.org)  
Disability Law Center [www.dlc-ma.org](http://www.dlc-ma.org)  
Massachusetts ARC <http://www.arcmass.org/>  
Massachusetts Advocates for Children [www.massadvocates.org](http://www.massadvocates.org)  
Mass. Association of Special Education PACs [www.masspac.org](http://www.masspac.org)  
Parent Professional Advocacy League (PAL) <http://ppal.net/default/>

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*Transition Conference 2013 - 2014*

***Planning A Life:***  
**Making the Most Out of High School**  
 Friday and Saturday 8:30 am – 4:30 pm

- Worcester November 1&3, 2013
- Boston January 17 & 18, 2014
- Springfield March 14 & 15, 2014
- Western MA to be announced

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