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TRANSITION PLANNING FLOWCHART

FUTURE PLANNING

(Based on input from student, parent, IEP team and assessments)

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PRACTICES INFORMED BY THEORIES

Person-Directed Planning, Disability Models, and the Ethic of Care

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MEASURABLE POST SECONDARY GOAL

(In education/training and employment, independent living, supported living)

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ANNUAL IEP GOAL

(IEP Goal needs to relate to post-secondary goal and transition services)

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TRANSITION SUPPORTS AND SERVICES

(In support of goal achievement and based on student's strengths, needs, preferences, and focused on instruction and community experiences)
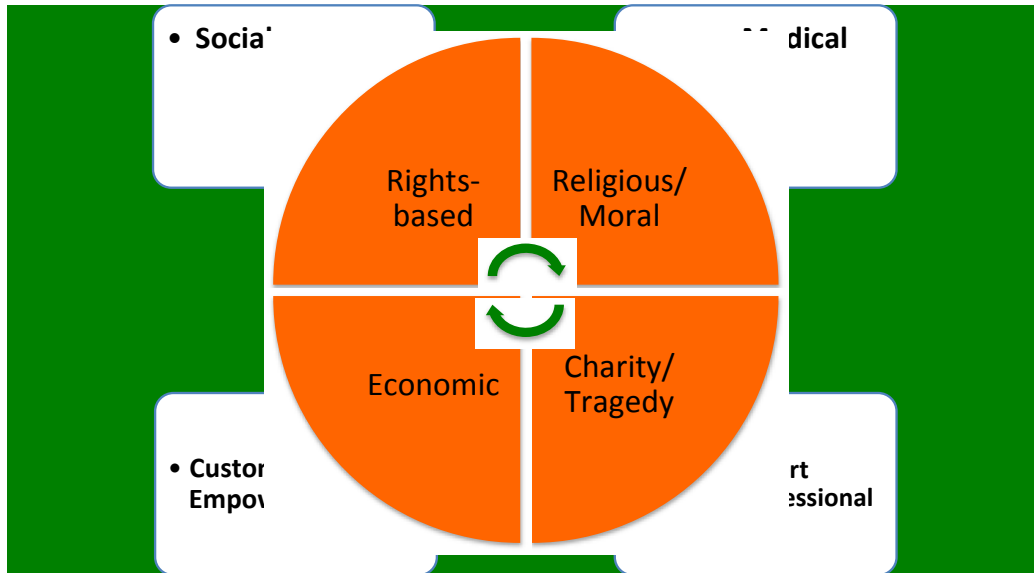
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COURSE OF STUDY

(Academic, Applied, Essentials, K Courses/Alternative Curriculum)

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ATTENDANCE AT IEP

(Invited representatives from youth/adult services, post-secondary education, business, community, family...)
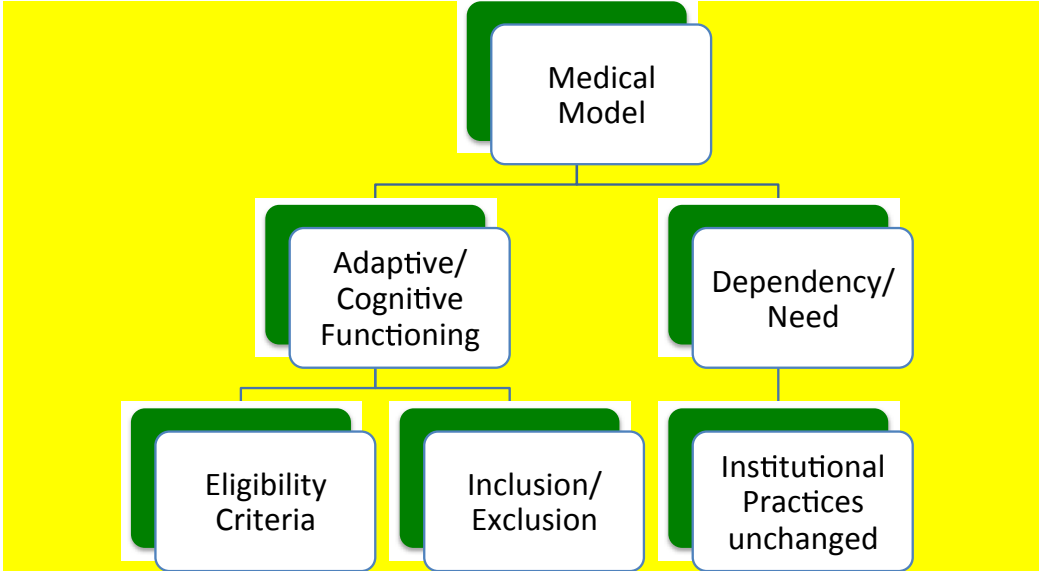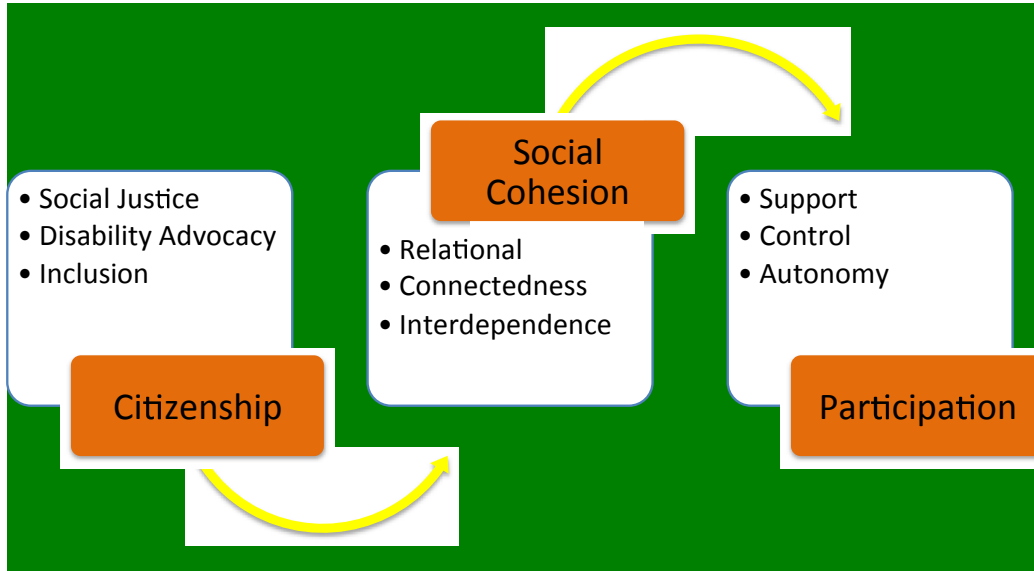
Models of Disability

- Socia‎   ‎dical

Rights-
based

Religious/
Moral

Economic

Charity/
Tragedy

- Custo‎   ‎rt
Empo‎   ‎essional

Rethinking "Care- Dependent" Paradigm

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                        ┌─────────────┐
                        │   Medical   │
                        │   Model     │
                        └──────┬──────┘
                ┌──────────────┴──────────────┐
        ┌───────────────┐              ┌───────────────┐
        │  Adaptive/    │              │  Dependency/  │
        │  Cognitive    │              │  Need         │
        │  Functioning  │              │               │
        └───────┬───────┘              └───────┬───────┘
        ┌───────┴───────┐                      │
 ┌────────────┐  ┌────────────┐        ┌────────────┐
 │ Eligibility │  │ Inclusion/ │        │ Institutional │
 │ Criteria    │  │ Exclusion  │        │ Practices     │
 │             │  │            │        │ unchanged     │
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The Ethic of Care

- Social Justice
- Disability Advocacy
- Inclusion

Citizenship

Social Cohesion

- Relational
- Connectedness
- Interdependence

- Support
- Control
- Autonomy

Participation

Sample Questions for Person Directed Planning

- ❖ What are the great things about you, your skills and gifts?
- ❖ What are your hopes and dreams and fears?
- ❖ Tell me about some of the things you think you are good at and interested in?
- ❖ What do you like to do?
- ❖ Who do you like to spend more time with and get to know better?
- ❖ Where do you want to work and live as an adult?
- ❖ What stops you from doing what you want to do in school and in your community?
- ❖ What choices do you have in school (in courses, in extra-curricular) that can help you prepare for what you want to do now and in the future?

Sample Questions for Guiding Goal Development

- ❖ Is there a measurable postsecondary goal or goals for the student?
- ❖ Does the goal(s) occur after the student graduates from school?
- ❖ Are there annual IEP goals that support the student in achieving the post secondary goals or make progress towards meeting the goals?
- ❖ Is there explicit instruction outlined in the IEP that integrate the academic and community-based skill development in support of the successful transition from school to post-school activity?
- ❖ Do the transition supports and services listed in the IEP relate to: instruction; other programs and services; community experiences including social/recreational; post secondary studies; work experiences, and other adult living experiences?
- ❖ Are representatives of other organizations invited (with parent consent or the student's) to IEP meetings when transition planning may involve direct provision of service or support accessing service from such representatives now or in the future?

Sample Questions for Guiding Transition Supports and Services

❖ What work experiences and other community experiences does this student currently have or need to better prepare for life beyond high school?

❖ Will this student need additional training or education after high school to be able to accomplish his/her vision and goals?

❖ What resources are currently available to this student that increase the likelihood that s/he will achieve this vision?

❖ What instruction, experiences and resources are needed now or in the future that will increase the likelihood of a smooth transition into work or postsecondary education and adult life?

❖ What academic, functional, daily living, communication, and social skills and abilities does the student currently possess that would match his/her vision for him/ herself?

❖ What skills require further development in order for the student to live on his/her own or with others; get around in the community; budget their money, etc.?

Case Study Aligning the IEP Goals to Transition Goals

Learner Profile

Anne is a Grade 10 student who spent most of her elementary school years since Grade 3 in a partially integrated Developmental Disabilities Classroom. Anne was diagnosed with a moderate intellectual disability. She was integrated for music, art, and physical education/health classes with her age appropriate peers. Anne enjoyed going on field trips with her classmates in both the special education classroom and the regular education classroom.

Anne was assessed at an end of grade 2 level of achievement for both math and reading prior to transitioning to her secondary school. For Grade 9, Anne was placed in a Life Skills classroom to further develop her core literacy and math skills, and other skills for life. She spent just over half the instructional day with her peers in this class. Courses in which she enrolled were Learning Strategies, Family Studies (Food and Nutrition), Visual Arts, and Physical Education. For Grade 10, Anne has enrolled in some workplace destination locally developed courses in addition to continuing with literacy and numeracy skill development in the Life Skills classroom.

Anne enjoys attending a dance class once a week in the evenings with her sister and a neighbourhood friend. She also attends a cooking class with her mother once a week after school. Anne does not get together with her friends from her secondary school as she is bussed a significant distance from her neighbourhood in order to attend this Life Skills class.

Anne has a very special relationship with her grandmother who resides in a nursing home. Every weekend, her family goes to visit. Anne always likes to bring her some of her favourite foods that she helps her mother prepare at home. Anne says "one day she wants to work cooking good food" for her grandmother's nursing home, as her grandmother complains about the food there.

Anne is a very affectionate and caring young woman. Her teachers and parents are trying to work together on developing her social skills as she is completely trusting of anyone she initially meets and always greets them with a hug.

Checklist for Goal Setting
✓ Creating IEP goals to support each identified measurable post-secondary goal ✓ Linking annual goals to, and in support of, the measurable post secondary goals ✓ Capturing in the IEP the student's postsecondary goals in concrete, measurable terms ✓ Blending academic and community-based experiential learning goals and outcomes (e.g., math and cooking; math/geography and transit training; literacy and social skills, etc.)

Transition Plan: Measurable post-secondary goal in employment
Anne will work as a dietary aide at a local nursing home. **Researching the Role:** Anne will be expected to perform a variety of food service/room functions, patient meal tray delivery, and other related tasks. She will require a high school diploma or certificate. Anne will know how to communicate effectively and have good customer service skills. Anne needs to demonstrate reading and writing skills at a minimum grade 4 level. Anne will be expected to assist in meal preparation activity.Food service experience will be beneficial leading up to this type of employment. Enrolling in a food handler's certificate course will also be highly beneficial.

Correspondingand Measurable Annual IEP Goals: Blending Academic and Community-based Learning

Math Strands: Measurement, Numeracy, Data Measurement, Patterning, Geometry

When preparing Meals in the classroom, Anne will independently measure ingredients with 100% accuracy, 5 out of 5 trials.

Given a visual schedule of her assigned tasks in order, Anne will complete at least three meal preparations in the school kitchen with 90 percent independence once a week for three consecutive weeks (internal work experience).

Anne will independently make purchases at the grocery store using the counting-on strategy with 100% accuracy over three consecutive sessions.

Using the material from the Food Handler's Guide, and related visuals including videos, Anne will read with comprehension one section of the manual (e.g. City of Toronto Safe Found Handling) and write a practice test with a passing grade of 70% (course requirement) each semester.

NOTE:

Other related Literacy and Math Goals can be developed for classroom and community-based learning for reading recipes/following instructions (i.e., using text and video recipes); grocery shopping (comparing prices); food and kitchen safety; nutrition and health (categorizing food groups for a balanced meal using visuals and text; using practice material for Food Handler Certification Program-City of Toronto)

As Anne progresses through secondary school, her annual goals, course of study, and community experiences will all be related to the larger goal of securing employment in a nursing home as a dietary aide. It may be that as she engages in a variety of related work experiences and classroom study/courses in which she is interested, she may want to refine the employment goal that includes settings beyond a nursing home.

Transition Plan: Measurable Post Secondary Goal in Independent Living

Upon completion of high school, Anne will successfully use public transportation.

Her IEP team decides that Anne needs specific transition supports and services to help her achieve this goal upon exiting from high school to the workplace. Team members begin to specify the need for classroom and community-based explicit instruction: for Travel (e.g., Reading goals related to Maps and Directions; Math – Measurement Goal related to Telling Time using a variety of clocks, watches and handheld device; Community Safety Goal related to skills and self defense skills, etc.)

Corresponding and Measurable Annual IEP Goals for Independent Living

Anne will demonstrate sitting quietly and refraining from hugging strangers while using public transit (to and from grocery store) three out of three opportunities. Anne will replace the hugging behavior with newly learned social greetings when meeting people for the first time.

Given schedules and maps, Anne will identify the routes to her work experience placements and the bus/subway she needs to take; and times of departure/arrival at least two times over three opportunities.

NOTE:
These skills can be developed through both classroom (integrating geography mapping expectations, math, physical education/health, etc. and experiential learning) in a variety of settings in the community that address social and safety concerns. It may be that in discussion with Anne and parents, Anne will also enroll in a self-defense class at her local community centre.

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