

Finding Your Way Through the Transition Planning Process

Circles of Life Conference
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Presenter

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Objectives

- Connect the importance of family engagement in post-secondary planning.
- Define the family's possible roles throughout the transition planning.
- Identify and use the transition resources and websites.



Hopes and Dreams

What were your hopes and dreams for life after high school when you were 16 years old?

What role did your family play in supporting your hopes and dreams for the future?

PACER Center

How can my expectations help my child with a disability?



Families as Partners in Transition

Families as Partners in Transition

Why is family involvement critical?

Teachers strive to include families in decisions about school life as a best practice in education. Research shows that students with disabilities also have more successful employment outcomes when families are involved in career development and planning for transition to work. Families can set clear expectations for working in the community and help schools figure out how to build on the strengths and interests of their daughter or son. This is the case because families:

1. Understand the skills and interests, as well as the communication and learning styles of their son or daughter
2. Provide valuable insights about the strategies and environmental factors best suited to their daughter or son
3. Help the team focus on abilities and build learning experiences around interests and strengths
4. Ask questions to maintain a person-centered approach during employment planning
5. Contribute to building a network of peers to support academic, social, and career development
6. Have connections to a larger set of community members and prospective employers
7. Will remain a part of the circle of support for their daughter/son after school services end
8. Serve as lifelong advocates and cheerleaders for their son or daughter

students
education
teachers
school
children
paraphrase
help
with
schools
college
work
career
development
social
academic
interests
strengths
abilities
communication
learning
styles
expectations
working
community
help
schools
figure
out
how
to
build
on
the
strengths
and
interests
of
their
daughter
or
son
This
is
the
case
because
families:

How can teachers involve families when planning for employment?

The section above describes why families are an integral part of vocational planning teams. Once you are ready to work with a student to begin the process of preparing for and seeking employment, there are several specific ways to collaborate with families. By using an employment planning tool or discussing the items below at a planning meeting, the student and her/his family can help with:

- **Identifying Transferrable Skills** by sharing the types of activities their daughter or son likes to do while at home and in the community and considering which of those the person is good at doing
- **Creating a List of Favorite Places** their son or daughter enjoys going to help the team consider characteristics of those environments (who is there, what happens, is it noisy or quiet, light or dark, indoors or out) as potential workplaces are identified
- **Determining Support Needs** of their daughter or son when engaged in a range of activities both in and out of school (home and community support needs might be different from those provided in the educational environment)

- **Developing a Set of "Non-Negotiables"** or the list of "must-haves" for their son or daughter (e.g. - specific time for a weekly dinner out, no work on Sundays, workplace on bus line)
- **Developing a Set of "Ideal" Elements** or the list of what will likely work best for their daughter or son in terms of work type, place, schedule (e.g. - distance from home to workplace, time of the day the person seems most energetic, focused, and willing to learn and work)
- **Formulating a List of Existing Connections** by thinking about potential employers everyone on the team knows and highlighting those who already know their son or daughter through family friends and activities
- **Building Work Ethic** by assigning chores at home, talking about the positive aspects of family members' careers, and sharing all of the good reasons to get and keep a job
- **Supporting a Code of Conduct for Work** by establishing expectations for following rules and cooperating to accomplish tasks
- **Reinforcing Skills** necessary for successful employment by encouraging independence and maturity (getting up and ready for the day, keeping room clean, maintaining positive interactions with others)

Family involvement during transition benefits students by supporting them to:

- ⊙ Maintain a high quality of life
- ⊙ Obtain and keep meaningful employment and enjoy job satisfaction
- ⊙ Seize opportunities to make choices and self-direct their own lives
- ⊙ Focus on independent living

Additional Resources

[Let's Get to Work Employment Planning Tool](#)

[What's After High School Family Education Video Series](#)

[Self-Directed Employment Planning Modules](#)

Hopes and Dreams

What are your hopes and dreams?

- What kind of job would you like to have?
- What training or education will you need?
- Where will you live as an adult one day?

Video:

What is your dream for the future?



Pair Share

How does a parent's hopes and dreams differ from a child's/student's?

What does one do when they have very different hopes and dreams?

Self-Determination



Self-Determination:

- Control your own life choices
- knowing about yourself, setting and sharing goals
- selecting support people/services, and making choices
- Starts in Kindergarten
- Think about: What can you expose your children to throughout their school career so they have some ideas?
 - [Opening Door to Self Determination](#)
 - [Let's Get to Work - Self-Directed Transition Planning Tool](#)

Self-Advocacy


- Self-Advocacy:
 - Speaking up about your thoughts, goals, and needs in a positive, assertive way
 - Attendance at IEP meetings, sharing ideas and participating.
 - Add a Self Advocacy Goal to the IEP
- Support:
 - A person you trust who wants to assist you



Preparing for the PTP Discussion

The Wisconsin Transition App www.witransition.com

A Parent/Youth Guide to the PTP




How to Use the WiTransition App & Your Postsecondary Transition Plan (PTP)


www.witransition.com

You can use this Wi Transition planning app in a variety of ways to plan for your future goals and dreams.


- Complete the WiTransition app and have information for your Postsecondary Transition Plan (PTP) ready!
- Print and sign the app report to use for your transition plan (PTP). Share this plan with your family and teachers before your meeting.
- Schedule a meeting with your teacher/school case manager to discuss your app report and transition plan (PTP).
- Invite anyone to your transition planning meeting who you think can help you explain what supports you need to be successful.
- Attend your planning meeting to share your goals and what you need to reach them. You can lead your meeting if you want to!
- If you change your mind about your future plans and goals, just use the app again (it only takes a few minutes). Print the new report and share your new plan with your teachers and family.



This app is designed to help Wisconsin students and family members participate in the transition planning process. The questions in the app help students give input into the requirements of the state and the Individuals with Disabilities Education Act (IDEA). Individuals residing outside of Wisconsin may use this free app, but it is recommended that you first check your state laws to ensure the information is applicable. The information contained in the app is not legal advice. Please contact an attorney in your state if you need specific advice for your Postsecondary Transition Plan. For more information on the Postsecondary Transition Plan and other related transition content, please visit the Department of Public Instruction Indicator 13 page or the Transition Improvement Grant website listed below.




<http://dpi.wisconsin.gov/indicator13>




<http://tigr.wisconsin.gov/>

The Transition Improvement Grant (TIG #08-007) acknowledges the support of the Wisconsin Department of Public Instruction in the development of this website and for the continued support of this federally funded grant program. There are no copyright restrictions on this document; however, please credit the Wisconsin DPI and support of federal funds when copying all or part of this material. (14 CFR Sec. 75.622)



A Family's Guide to the Postsecondary Transition Plan (PTP)



What is the PTP?



The Wisconsin Department of Public Instruction (WDPI) has developed a web-based Postsecondary Transition Plan (PTP) that will assist school districts to document the post high school transition requirements while meeting individual student needs. In Wisconsin, state law requires transition planning to begin for your child at age 14.

How will the PTP be used during an Individualized Education Program (IEP) meeting to create a transition goal?

The PTP guides the IEP team through the transition process by asking a set of questions relating to postsecondary goals in the area of education/training, employment, and independent living, when applicable. The PTP will be created during the IEP team meeting with input from all team members, including the student and family.


How can you be a valuable member in the transition planning process for your child?

The WiTransition App can be used to assist you in preparing for the transition portion of your child's IEP meeting.




- To prepare for your child's IEP, please visit the WiTransition App page at: www.witransition.com, or download it from iTunes or the Google Play Store.
- Click on Start a Postsecondary Transition Plan (PTP).
- As you move through the application, you will be asked questions relating to your child's postsecondary goals in the area of education/training, employment, and independent living. Select the answer that best matches your child's preferences. Some questions have the option to select multiple answers.
- After completing the plan, email a copy to yourself, your child, and your child's teacher. You also have the option to download a report and save or print it.
- A paper copy of the application is available [here](#).

Revised 09/2022



A Student's Guide to the Postsecondary Transition Plan (PTP)



During high school, you have many decisions to make to plan for your future. First, you will decide the type of work you want to do and where you want to work after high school. Second, you will look at options for learning the necessary skills to do this work. It may be on-the-job training or further education in a college setting. Third, you will explore different transition skills that will prepare you for the adult world. The PTP Application was designed to assist you and other members of your Individualized Education Program (IEP) team to help you prepare for your future. Below you will find more information about the PTP Application to help you understand its purpose and how it can assist you with meeting your future goals.

What is the PTP?



The Wisconsin Department of Public Instruction (WDPI) has developed a web-based Postsecondary Transition Plan (PTP) to promote your involvement in the transition planning process. The PTP will be completed during your IEP team meeting. It will help focus the discussion around your future goals, preferences, interests, needs, and strengths.

- The Wisconsin Department of Public Instruction (WDPI) has developed a web-based Postsecondary Transition Plan (PTP) to promote your involvement in the transition planning process. The PTP will be completed during your IEP team meeting. It will help focus the discussion around your future goals, preferences, interests, needs, and strengths.


Why is it important for you to be involved in your PTP?

- Attend your IEP/PTP meeting: It is all about you!
- Gain the knowledge needed to make important decisions about your future.
- Build confidence to recognize your preferences, interests, needs, and strengths.
- Provides you with the ability to voice your options, set goals and solve problems based on your future plans.
- Empowers you to make choices and take control of your life.

There's an App for that! A way to prepare for your PTP



- To prepare for your IEP/PTP, please visit the WiTransition App page at: www.witransition.com, or download it from iTunes or the Google Play Store.
- Click on Start a Postsecondary Transition Plan (PTP).
- As you move through the application, you will be asked questions relating to your postsecondary goals in the area of education/training, employment, and independent living. Select the answer that best matches your preferences. Some questions have the option to select multiple answers.
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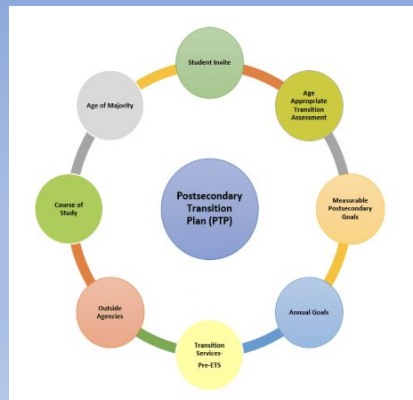
Revised 09/2022

Components of a Postsecondary Transition Plan

- Student Invite
- Age Appropriate Transition Assessments
- Measurable Postsecondary Goals
 - Employment
 - Education/Training
 - Independent Living
- Annual Goals
- Transition Services-Pre-Employment Transition Services
- Coordination of Outside Agencies
- Course of Study
- Age of Majority

● [I-8 Demo Sample](#)

The PTP is a part of the IEP and must be attached to the IEP for the IEP to be compliant



Sally Example PTP

I-8 Demo Sample

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**INDIVIDUALIZED EDUCATION PROGRAM:
POSTSECONDARY TRANSITION PLAN**
FORM I-8 (Rev. 5/13)

DEMO

Wisconsin Test District

Name of Student: DemoStudent X FakeEntry
WISEid:
Meeting Date: 5/26/2022

Date of Birth: 9/23/2007
PTP ID: 535899

I. Meeting Attendance
DemoStudent X FakeEntry attended the IEP Team meeting.

II. Postsecondary Goals
The measurable postsecondary goals for DemoStudent X FakeEntry are based on an age-appropriate transition assessment.
The IEP Team reported the following methods and/or results of the transition assessment:
Sally, her family and the IEP case manager, completed the Enderle Severson III in April 2022. The areas assessed were employment, recreation and leisure, home living, community participation and postsecondary education. Sally and her family also completed a Future Goals and Outcomes form. The full report is saved at school and Sally and her family also received a copy.
A summary of the findings are below:
Sally does not have current employment. During the summer between Middle and High school, Sally volunteered at her local senior community center. With some initial assistance, Sally was able to set up and help facilitate two activities at the center (lead a bingo game and virtual exercise class). Sally has joined HOSEA during 9th grade and has enjoyed planning events with her peers.
Sally is responsible for her personal cares at home and school. She often needs reminders to keep her school items organized and needs help setting alarms to get ready for school in the morning. Sally enjoys connecting with peers via social media but has struggled to engage in extra curricular events outside of the school day. Sally hopes to have an apartment after high school near her technical college and live with a roommate.
As part of the district ACP scope and sequence, Sally participated in the Career Speaker Academy this year. She signed up and attended sessions with occupational therapy, IT and teaching.
Measurable postsecondary goal in the area of education or training:
After high school, DemoStudent X FakeEntry will attend a technical/community college and earn an associates degree, diploma, or certificate.
Additional information relevant to this goal includes:
8th grade: Sally's mom expressed that her daughter exhibited a strong interest in the rehabilitative therapy her grandfather completed when recovering from his stroke. She has concerns regarding the distance Sally may need to travel to access postsecondary training to become a COTA and the anxiety that Sally experiences about traveling to new places. Sally's mother expressed it may be helpful for Sally to start becoming familiar with the campus she will need to attend in the future to complete her training.
9th grade: With the support of her case manager, Sally signed up for and attended an appointment with her counselor this winter to plan her course of study and review the healthcare regional career pathway. The IEP team reviewed this course of study during the meeting. Sally and her parents expressed some concern over the number of science courses needed. The IEP team discussed the need for Sally to develop skills to manage the level of reading

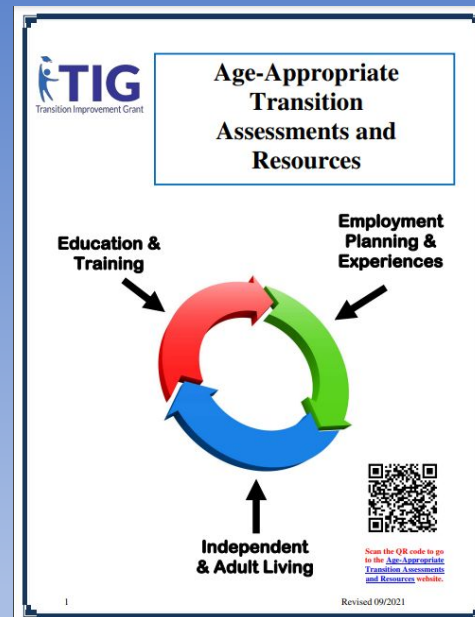
Student-Centered Transition Planning



- The student needs to express their strengths, preferences, interests, & needs
- Beginning at age 14, Wisconsin law requires that students be invited to their IEP meetings
- Ways to involve students
 - Write a report
 - Invite and introduce
 - Run the IEP meeting
 - Create a powerpoint or presentation

Age-Appropriate Transition Assessment

- Student's preferences and interests
- Family preferences for the student
- Self-determination knowledge and skills
- Cognitive Strengths
- Community participation
- Independent living skills
- Vocational skills
- Physical and mental health status
- Academic Interests
- Learning styles
- Student and family support needs



Assessment Examples

[Life Skills Inventory: Independent Living Skills Assessment Tool](#)

[Career Cluster Interest Survey](#)

[Pictorial Interest Inventory](#)

Education: GOAL or TARGET AREAS

- EDUCATION and/or TRAINING
- EMPLOYMENT (A Job)
- INDEPENDENT LIVING SKILLS
(where appropriate)



Postsecondary Goal: Education and/or Training

The IEP Team May Consider:

- On the job training or [Youth Apprenticeships](#)
- Military Enlistment
- Attending College/University environments (Technical, Community, 2 Year, 4 Year, Alternative settings such as Edgewood, [Life College](#), [Think College](#))
- Certification Programs



Training & Education Story - Jeremy

- Young person with Autism, Visual Impairment, and Mental Health
- Now he wanted to work but didn't know what
- Became an intern at [Project Search](#)
- Works at a hospital - 20-30 hours/week
- Lives in his own apartment

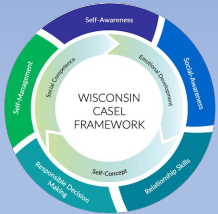
Postsecondary Goal: Employment



- The IEP team will discuss competitive integrated employment opportunities and find the Least Restrictive Environment (LRE).



- According to the Workforce Innovation Opportunity Act (WIOA), it is the responsibility of schools in partnership with the Division of Vocational Rehabilitation (DVR) and adult services to support students and youth with disabilities to transition from school to college and/or integrated employment in the community.



- Requirement for Academic Career Planning for all students starting in grade 6 - [Academic Career Planning](#)

Employment Story -

- Young man with Autism, age 18, still in high school
- Was not connected with DVR
- Mom found a part-time job in the community
- ***What should she do?***

My Working Journey



WSPEI

Why Hire People with Disabilities?



Postsecondary Goal: Independent Living Skills

- Discuss if this goal is appropriate for the student
- This goal is NOT required under IDEA
- Guiding question: Does the student require more help/support than a non-disabled peer would need to live independently?
 - If yes, a measurable postsecondary goal is necessary, along with transition services in this area.
 - If no, a measurable postsecondary goal for independent living is not necessary.



Erica - Independent Living

- Living with a roommate
- 24/7 support
- Long-term supports
- Day Program
- Family

No one thought it was possible for Erica to live away from mom and dad. It is!



Transition Services

Transition services are defined as educational activities and supports designed to assist students with disabilities to achieve IEP goals and leave school prepared to reach their measurable postsecondary goals.

Transition Services Handout

MSPEI



Course of Study



- List of classes
- Multi-year plan
- Middle School – Current year of middle school through 9th grade year
- High School – Current year all the way through graduation
- MUST match the postsecondary goals and be specific i.e. “algebra,” rather than “math.”
- Courses are subject to availability and individual need.

Other Options for Courses & Career-Related Opportunities

- [Dual Enrollment](#) Options Information
 - Take a technical college
- [Start College Now](#) – formerly Youth Options
 - Technical College
- [Part-time Open Enrollment](#) Brochure
 - Take a college/university course
- Early College Credit Program ([ECCP](#))
 - Take a college/university course
- [Work-Based Learning](#) Programs
 - Earn High School credit while you work



Ryan

- Student with specific learning disability in math and ASD
- Eagle Scout
- Junior year in high school.
 - Education & Training Goal was to go to college
- Postsecondary Transition Plan included taking a course at the local college during his senior year.
- After graduation, attended a two-year program
- Transitioned to 4-year university

Decision Making Options

Current decision-making support tools



Release forms

Individual signs a release form authorizing a specific person access to certain information or records.



Supported Decision-Making Agreement

Individual makes all their own decisions. They identify a supporter/s to assist them.



Representative Payee

Social Security Administration appoints an individual/org. to receive SSI/SSDI benefits for an individual who cannot manage their own.



Power of Attorney, (medical or financial)

Formal legal arrangements that permit others to act on the individual's behalf.



Limited or Full Guardianship

Transfers some or all decision-making authority from the individual to a court-appointed Guardian.

Less limiting

Source: BPDD Supported Decision Making Toolkit, 2020

More limiting

* For the purpose of this publication, the term "individual" refers to an individual with disabilities and/or an aging adult.

Jenny Hatch Video - Supported Decision-Making



Transfer of Rights: Resources



[TIG Times – Turning 18](#)

[Wisconsin State Law](#)



[Wisconsin BPDD Supported Decision Making Tool Kit](#)

[New DPI Guidance](#)



Before Age 18- Family Considerations

What about the *Legal, Community, Health and Financial?* - Important considerations for 17 ½ year olds

How do these pieces tie in?

What resources are available?

<https://beforeage18.org/>



Other Considerations/Tools

Healthcare

[Telehealth Toolkit](#)

Financial

[ABLE National Resource Center](#)
[WisPact](#)

Community



Family Engagement is Necessary



Along with the school service predictors of **inclusion** and **work experience**, research has shown that **Family Expectations & Involvement** in the process of planning for transition is very important (not news to us!)



QUESTIONS?

Contact Information

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