

**The Family's Role in
Transition Planning**

Future Planning Retreat
For
Lorain County Families
April 8, 2017



Realizing Employment First for Youth

- Funded by DODD to OCALI
- Charged with implementing Employment First Task Force Recommendations for serving transition youth

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www.ohioemploymentfirst.org



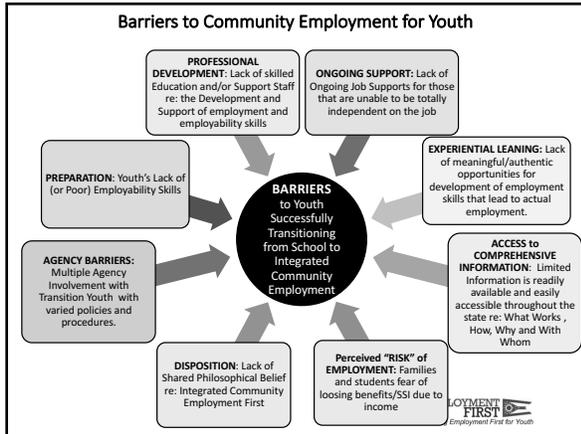
**The Family's Role in Transition
Planning**

- Planning with a team for your son or daughter's future
- Contributing data and information from your perspective
- Observing your son or daughter in home and community environments for skills being developed at school
- Having high expectations for your son or daughter's future
- Asking questions and seeking answers

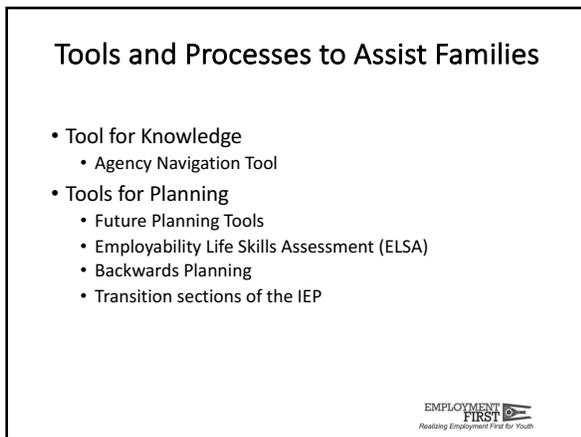


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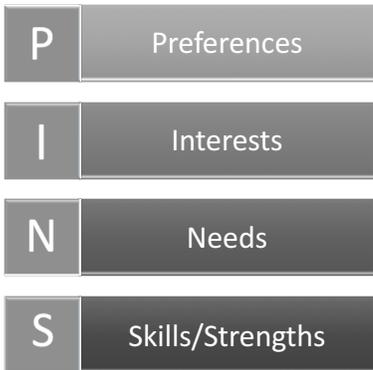
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Tool to Provide Knowledge about Agencies



Employment
First Agency
Navigation
Tool





Tools for Organizing Information
about Your Son/Daughter

- For family conversations
- Gathering information about your son/daughter's plans for the future
- Preparing to participate with the school team

Developing a Vision for Your Child		
Child's Name	Date	
Skills, Capacities and Strengths		
Challenges and Needs		
Plans for self-advocacy	in 1 year	What factors is an adult?
Plans for living independently	in 2 years	What factors is an adult?
Plans for being included in the community	in 3 years	What factors is an adult?
Plans for paid employment	in 4 years	What factors is an adult?



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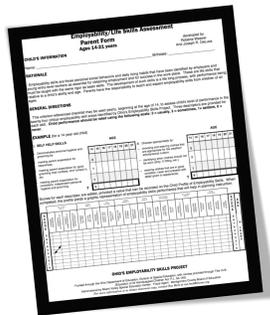
Family Areas of Expertise in Transition Assessment

- Future Planning tools assist in gathering general information about PINS
- Now lets look more specifically at Skills
- You are the expert in these areas:
 - 'Soft skills' – relationships with friends, siblings, relatives, adults
 - Social skills – conversation, communication
 - Interaction – responds to requests, follows rules, takes turns, listens to others
 - Behaviors – gets along with others, 'team' player, handles frustration, follows through
 - Others.....



Tool for Gathering Transition Assessment

Employability/Life Skills Assessment (ELSA)



Tool for Informal Transition Planning

Backwards Planning: **Start** Where You Want to **End**



Show of hands if you have participated in Backwards Planning

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Backwards Planning is a Process

- A way we naturally think when we make 'plans' of all kinds
- Spans multiple years
- Opportunity to discuss when graduation should occur
- Merges information and services from multiple agencies and sources all in one place
- Covers important details not included in official agency documents
- Incorporates input from youth and family



Family's Role in Backwards Planning

- If you were Jeff's parent/caregiver, what could you add about Jeff's eye-hand coordination?
- What questions might you have about any of the activities in this sample plan?
- What else might you contribute?



Family's Role in Backwards Planning

- Use information from today's Future Planning Tools and ELSA to identify 'priority areas'
- Start a Backwards Plan
 - Identify a Milestone
 - Identify Current Assessment related to the Milestone
 - Identify steps to close the gap between current skills and needed skills
- Return to it later as a family
- Share Backwards Planning with your son or daughter's team



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Tool for formal Transition Planning
– The IEP

- What is an IEP?
- Individualized Education Program
- Details goals and services the school commits to provide
- Contains assessment and background information
- Includes information about transition
 - Post secondary goals
 - Transition assessment
 - Transition services



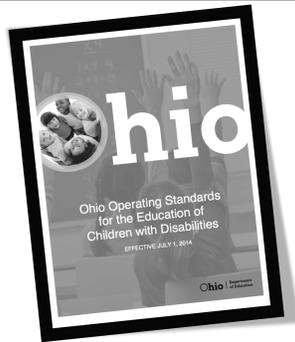
Tool for formal Transition Planning
– The IEP

Family Role in the IEP

- Contribute your ideas for Future Planning
 - Future Planning tools may assist you in preparing
- Contribute your knowledge to Transition Assessment
 - Future Planning tools and ELSA may assist
- Contribute your ideas for Transition Services and Annual Goals
 - Developing a Backwards Plan may assist
- Ask questions!



Everything you
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special education
in Ohio



<http://education.ohio.gov/Topics/Special-Education>



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Quick Tour of IEP Sections related
to Transition

- Future Planning
- Age Appropriate Transition Assessment
- Postsecondary Goals (3 areas)
- Transition Services



Section 1 - Future Planning
What does the Law say?

The IEP team shall ensure that the family and child's preferences and interests are an essential part of the planning process. The IEP team will document planning information on the IEP;





Section 1 - Future Planning
What is your role?

- Is the information in this section:
- Based on a discussion about your child's future?
 - Based on your family's ideas and plans for your child's future?
 - 'Forward thinking' - looking beyond your child's current age?
- Prepare for the discussion using tools like 'Future Planning' packet and ELSA?

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Section 4 – Age Appropriate Transition Assessments

What does the Law say?

Transition services
Beginning not later than the first IEP to be in effect when the child turns fourteen, or younger if determined appropriate by the IEP team, and updated annually, thereafter, the IEP must include:

- (a) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, and, if assessment data supports the need, independent living skills;
- (b) Appropriate measurable post-secondary goals based on age-appropriate transition assessments related to integrated employment in a competitive environment; and
- (c) The transition services (including courses of study) needed to assist the child in reaching those goals.





Section 4 – Age Appropriate Transition Assessments

What is your role?

Contribute information about your child:

- PINS
- ELSA
- Future Planning Packet
- Other observations
- "Put" the information together from multiple sources to form conclusions
- Understand PINS as they relate to post school goals

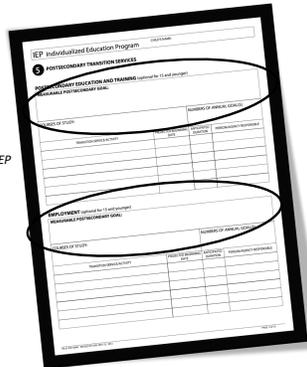
Blend with information gathered by the school to 'make sense' of what it means for your child's potential and preparedness for achieving post school goals

Section 5 – Postsecondary Transition Services – Postsecondary Goals

What does the Law say?

Beginning not later than the first IEP to be in effect when the child turns fourteen, or younger if determined appropriate by the IEP team, and updated annually, thereafter, the IEP must include:

- (a) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, and, if assessment data supports the need, independent living skills;
- (b) Appropriate measurable post-secondary goals based on age-appropriate transition assessments related to integrated employment in a competitive environment; and
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Section 5 – Postsecondary Transition Services – Postsecondary Goals
What is your role?

Are the Postsecondary goals:

- A good fit with your ideas from Future Planning?
- A good fit with Age Appropriate Transition Assessment information and data?
- Written to be achieved in the future after high school?
- Written to put your child on the path to competitive employment in the community?

Use data and information about your child's PINS to think about 'match' with plans for adult life

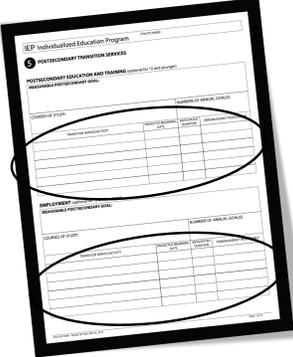
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What does the Law say?

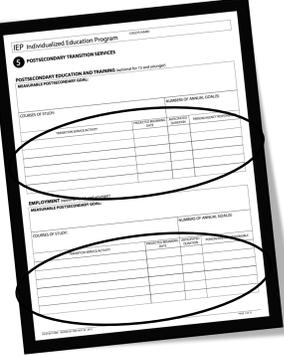
Transition services
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(b) *Appropriate measurable postsecondary goals based on age-appropriate transition assessments related to integrated employment in a competitive environment; and*

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





Section 5 – Postsecondary Transition Services
What is your role?

Are the Transition Services:

- Designed to close any gap in skills?
- Geared to move forward toward postsecondary goals?
- Based on information and data from transition assessment?
- Course of study will give the academic background and experiences?
- Move your child toward achieving postsecondary goals?

Also review Annual Goals to see how they support skills your child needs to achieve post school goals.
