



SELF-ADVOCACY

For Students Who are Deaf or Hard of Hearing

Second Edition

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LESSON 5

Transitioning: Making the Move from High School to College and Work

PURPOSE OF LESSON 5

This lesson provides definitions and examples of the concept of transitioning from high school to postsecondary placements. It also describes the components of a Postsecondary Transition Plan, sometimes called an Individualized Transition Plan (ITP).

EXPECTED LEARNER OUTCOMES

1. Learners will define and give examples of transitioning.
2. Learners will explain key components of the transition section of IDEA.
3. Learners will review and evaluate a sample transition plan based on a case study.

Instructional Activities	Performance Activities	Materials
1. Warm-up activity: "What Change Can Feel Like"	Students complete worksheet	Worksheet 5a
2. Core material	Students take notes	Worksheet 5b
3. Learning activity: Study own or sample transition plan	Small group activity, large group discussion	Worksheet 5c
4. Summary, homework	Homework assignment	Worksheet 5d

SUGGESTED INSTRUCTIONAL/ PERFORMANCE ACTIVITIES

1. Review main points of Lesson 4: In what areas does the Americans with Disabilities Act of 1990 (ADA) protect civil rights? (Public transportation, telecommunications, and public accommodations) What does ADA say about employers and possible changes to a workplace in order to work with a disability? (Employers are required to make "reasonable accommodations" to the work environment.)
2. Discuss homework: what additional information was collected from the Job Accommodation Network, or other source?
3. Warm-up activity: "What Change Can Feel Like." From Worksheet 5a, lead a brief discussion with the class about a time of transition that has occurred in most students' lives (that is, moving from middle/junior high school to high school).
4. Present Lesson 5 Core Material while students follow with notes on Worksheet 5b.
5. Learning activity: Small groups discuss the case study on Worksheet 5c and evaluate a sample ITP. Reconvene small groups and compare evaluations in large-group discussion.
6. Summarize key points of Lesson 5. Assign homework (Worksheet 5d).
7. State topic for next meeting: Next time, we will talk about how to conduct a "personal inventory" to help you collect the information you need to be your own advocate.

LESSON 5 CORE MATERIAL

This lesson is about transitioning, which means moving from one situation to another. Besides "moving," transition also involves change. Every time there is a change in a person's life, ideally there is a time of

preparation, and then time to adjust to the change. While you are still in high school, you can prepare for the future changes in school and work. Planning for the transition helps you prepare for the changes.

The Individuals with Disabilities Education Act of 1990 (IDEA) has a specific section that requires students, parents, and teachers to prepare students for the move or the transition from high school to work and college. Look at Worksheet 5b for the exact wording of the law (amended in 2004):

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, 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. [34 CFR §300.320(b)]

The [National Dissemination Center for Children with Disabilities](#) helps us understand this complicated sentence by breaking it into components:

- Postsecondary goals must be appropriate, measurable
- Postsecondary goals must also be based on ... age-appropriate transition assessment
- Transition assessment includes what...? Training, education, employment, independent living skills, where appropriate
- Transition services include ... courses of study, focused on classes and experiences that relate directly to the student's post secondary outcome goals.
- Transition services for a student are those that the student needs... to

assist the child in reaching those goals

- What goals? Postsecondary goals.

The U.S Department of Education has more specific details about [transition services](#), indicating that the IEP team (which now includes the student) needs to develop a coordinated set of activities that:

- Should be results-oriented (focused on improving academic and functional achievement to help a student move from school to post-school activities)
- Must be based on the student's needs, to include strengths, preferences, and interests; and
- Should include instruction, related services, community experiences, and the acquisition of daily living skills.

IDEA now says that students must be invited to attend their IEP team meeting when discussing postsecondary goals and services. This required attendance means students must be prepared to contribute to the meeting, and ideally even lead parts of the meeting. The remaining lessons in this

book are designed to prepare a student for this role.

Each state has its own form to document the transition plan, and the form has a variety of names. For convenience, here we will call it the Individualized Transition Plan, or ITP. Students will need to use their school's form for this lesson; additionally, a sample is included here as a point of comparison.

Transitions: Not Just About College and Work

Transition plans may be very flexible and may include more than concerns about education and employment. Other issues that are frequently discussed include:

- leisure pursuits/recreational activities
- community involvement
- personal relationships
- personal responsibilities
- health
- management of finances

These issues can be developed in the transition plan if they are interests and concerns identified by the student, parents, and teachers.

WORKSHEET 5a

“What Change Can Feel Like”

Take a moment and think about the year you moved from middle school (or junior high school) to high school.

What did you expect at your new school?

What happened that you didn't expect?

Did you feel prepared for the change? If you did feel prepared, why? If not, what might have helped?

This change in schools was a transition, which means a move from one situation to another. Discuss these questions about this and other transitions with your class and teacher.

WORKSHEET 5b

Transitioning: Making the Move from High School to College and Work

Transitioning means: _____

From IDEA: *Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, 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.* [34 CFR §300.320(b)]

What exactly does this mean? Phrase by phrase:

1. When do the student and IEP team need to have a transition plan in place? _____

2. Can it be changed? _____

3. What are “age-appropriate transition assessments?” Give an example from your own experience, if applicable: _____

4. What “transition services” do you think you will need? _____

Other interests that can be included in an IEP transition plan: _____

WORKSHEET 5c

Read the following case study of Pedro. Look at his ITP (Figure 5.1) and determine if it is helping him achieve his goals. Is there more we could add?

Pedro

Pedro is a junior in high school. He is a very good cook and would like to be a professional chef, perhaps for a resort or a cruise ship. He would like to start on his career choice as soon as possible and would like to get some experience or training in his senior year. He has told his parents of his interests, as well as his favorite teacher, Ms. Thompson.

Figure 5.1	
Individualized Education Program Post Secondary Transition Plan, Page One	
Student Name: _____	IEP Meeting Date: ___/___/___
Current Grade Level: _____	Expected Date of Graduation: ___/___/___
Evidence of involving student & related agencies: <i>Identify method(s) of outreach to student and interagency partners, e.g., letter/date, phone call/date, email/date</i>	
List Age Appropriate Transition/Vocational Assessments (by name of the Assessment and the Date Administered):	
Brigance Life Skills/ Employability Skills Inventory 8-25-09	
Summary of Assessment results (what we learned about the student):	
Student showed strong preferences for careers in the culinary / food service occupation strands. Additionally he demonstrated high capacity for social interaction and visual tasks. Career exploration should connect all these assets and be encouraged to develop expertise/employment within the food service / hospitality industry.	
Student's post graduation expected outcomes	
To complete training in the culinary arts and find full time employment in the field.	
Post-Secondary Employment Outcome (required):	
The summer after leaving high school, student will obtain a full-time position in a community retail environment to save up for college courses.	
Post-Secondary Education or Training Outcome (required):	
Upon completion of high school, student will enroll in courses at the community college in his area of interest.	
After completing his 2-year degree, he will apply to a cooking institute for additional training.	
Independent Living Outcome (as appropriate):	
Upon completion of high school, student will independently manage his finances (bills due, student loan applications, car insurance, etc.)	
Page __ of __	
Form 5	

**Individualized Education Program
Post Secondary Transition Plan, Page Two**

Coordinated, Measurable, Annual Transition Goals based upon student preference, interests and required transition assessments listed above.

1. Part-time employment, work experience in senior year
2. Job shadowing in senior year
3. Practice in resume writing and interviewing skills

Community Employment Goal (required):

Vocational Training Goal (if needed): (“pre-employment” skills).

The student may need to spend time with an SLP to maintain clear, appropriate speech and good eye contact while talking to co-workers and customers.

Post-Secondary Education Goal (if appropriate, if not indicate with an N/A):

Two-year degree and advanced career training.

**Progress Review
Dates**

WORKSHEET 5d

Summary

1. Transitions mean making changes, and making changes usually requires some adjustments to differences in location, people, activities, and responsibilities.
2. When students leave high school, they will face changes in school and work. IDEA helps students prepare for the transition by requiring a plan that helps them look ahead, research options, and work with people from the community as needed.

Homework

Ask your teacher to provide you a blank copy of your school's version of a postsecondary transition plan. What information do you need to obtain in order to actively participate in your transition meeting discussion? Write down at least one general question, and one specific question to discuss in the next class.

For More Information on Secondary Transition:

[Guide to Access Planning \(GAP\)](#)

[National Career Development Association](#) to download Career Development Guidelines

[National Center on Secondary Education and Transition: Key provisions on transition, comparing IDEA of 1997 to IDEA '04](#)

[National Secondary Transition Technical Assistance Center](#)

UNIT EVALUATION: QUIZ 2

Knowledge is My Power Base

Complete the following sentences using these terms:

ADA	IDEA	IEP
Section 504	ITP	

1. _____ This law protects a student's right to a free appropriate public education.
2. _____ This serves as a communication vehicle or contract for special education services and student goals from preschool to high school graduation.
3. _____ This law helps students obtain appropriate services in college at no charge.
4. _____ This describes plans for transitioning from high school to college, work, or job training programs.
5. _____ This law provides protections for the civil rights of persons with disabilities in the areas of public transportation, telecommunication, and access to public buildings like hospitals and restaurants.

True or False?

6. _____ When college students don't find the supports they need, they are more likely to drop out.
7. _____ A college can refuse to admit a qualified applicant if that person has a disability.
8. _____ An employer can refuse to hire a qualified job applicant because he has a hearing loss.
9. _____ When a student graduates from high school, it becomes the parents' responsibility to obtain services and aids at college and work settings.
10. _____ When a worker with a hearing loss requests a captioned telephone from his or her boss, the request can be considered a reasonable accommodation.