PREPARING STUDENTS WITH DISABILITIES FOR LIFE AFTER SCHOOL

Using the Individualized Education Program (IEP) as the foundation for success



PUBLIC INTEREST LAW CENTER

The Public Interest Law Center uses highimpact legal strategies to advance the civil, social, and economic rights of communities in the Philadelphia region facing discrimination, inequality, and poverty. We use litigation, community education, advocacy, and organizing to secure their access to fundamental resources and services.



Objectives

- Identify who designs the Individualized Education Program (IEP)
- Identify appropriate transition assessments
- Give examples of transition services related to post secondary education, independent living, and employment

Brief Overview of the Individuals with Disabilities Education Act (IDEA)

 The IDEA is a federal law that provides students with disabilities the right to receive an education to meet their unique needs

STUDENTS CAN BE COVERED BY THE IDEA UNTIL AGE 21

 The main tool used to fulfill the purpose of the IDEA is a student's Individualized Education Program (IEP) Brief Overview of the Individualized Education Program (IEP)

- An IEP is a written statement for each child with a disability that includes
- Present level of academic performance and functional achievement
- Measurable annual goals
- specific services to be offered
- Must be reviewed on a yearly basis

✓ REMEMBER THE IEP IS A BINDING LEGAL DOCUMENT

Members of the IEP Team

- The student
- The student's family member
- One regular education teacher
- One special education teacher
- A member of the school district with the authority to agree to provide services and who has the knowledge of what services are available

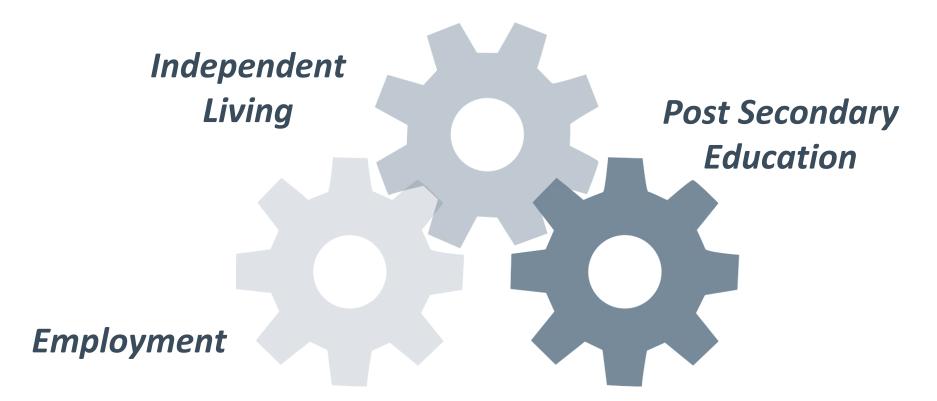
✓ ANYONE ELSE THE FAMILY WANTS TO INCLUDE

Transition Planning as Part the IEP

- Transition planning is the process in which the IEP team sets goals for the student's life AFTER HIGH SCHOOL
- In Pennsylvania, transition planning must begin the year the student turns 14
- The IEP must include measurable post school goals and transition services in addition to annual IEP goals

Creating Post School Goals

THE STUDENT MUST BE INVITED TO EVERY MEETING WHERE TRANSITION IS BEING DISCUSSED



Age Appropriate Transition Assessments

- Post school goals must be based upon age appropriate transition assessments
- CASEY-Life Skills Assessment
- <u>http://lifeskills.casey.org/</u>
- Transition Success Assessment
- <u>https://ou.edu/content/dam/Education/docume</u> nts/TSA%20Professional.pdf
- Brigance Transition Inventory
- O'Net Online
- Naviance

Examples of Inappropriate Assessments

- An assessment report that just summarizes the data because it should provide much more than that, such as goals and recommendations
- One interest checklist, survey, piece of paper, or assessment measure
- Ask for a copy of the results of the transition assessment

Examples of Post School Goals

GOOD

 After graduation, Paulo will work 20 plus hours a week at the local grocery store and be provided temporary supports through Vocational Rehabilitation

BAD

 Paulo will be referred to Vocational Rehabilitation for assistance with job placement

Your Turn

- After graduation, Jamarreo wants a new less visible hearing aid
- After graduation, Alex will enroll at Kings College and take a business math class to improve his work related math skills and to advance his career in business

Effective Annual IEP Goals

KEEP THE POST SCHOOL GOALS IN MIND

 Given a task instruction and a task analysis for bagging groceries, Paulo will demonstrate the steps in the task analysis with 80% accuracy and no more than one verbal prompt weekly by (specific date)

Effective Annual IEP Goals

KEEP THE POST SCHOOL GOALS IN MIND

 Given direct instruction in the high school Business Math course and guided practice, Alex will (a) use a calculator, and (b) create spreadsheets using money management software with 85% accuracy throughout the Spring semester of this IEP

Transition Services

- "A coordinate set of activities" designed "to facilitate the child's movement from school to post-school activities," including further education, independent living and employment
- •pattan.netwebsite.s3.amazonaws.com/images /2017/05/23/Ann_IEP_Revised052417.pdf
- The school district can partner with other agencies and organizations to provide these services

Examples of Transition Services Related to Post-Secondary Education

- Purchasing assistive technology and training the student on how to use it
- Enrolling in courses while still in high school that align with the student's postsecondary interests
- Visiting college campuses or trade schools

Accommodations In College

- Unlike high school, students don't automatically qualify for accommodations
- Must "self identify" as a person with a disability
- Present current documentation from a licensed professional
- Student's IEP is NOT sufficient

Examples of Transition Services Related to Independent Living

- Classes on cooking and financial literacy/budgeting
- Driver's education and/or travel training
- Self advocacy particularly around the student's disabilities and the type of support the student will need
 - Applying for Social Security Disability Benefits
 Applying for PA's Intellectual Disability System
 Applying for Bureau of Autism Services

Waivers

The Pennsylvania Department of Human Services (PA DHS) offers several types of waivers, which allow people with disabilities to receive a variety of services in their homes and communities.

Consolidated Waiver

Person/Family Directed Support Waiver

Examples of Transition Services Related to Employment

- Job shadowing
- Work-based learning experiences
- Attendance at job/career fairs
- Vocational assessments

The Role of State Agencies

The Office of Vocational Rehabilitation (OVR)

OVR provides vocational rehabilitation services to help persons with disabilities prepare for, obtain, or maintain employment

717-787-5279

www.dli.state.pa.us

PA.GOV

http://transition-guide-

admin.s3.amazonaws.com/files/2012/07/17/VocRehab.pdf

Work Experience for High School Students with Disabilities Act

- PA law that was passed on May 17, 2016
- REQUIRES collaboration between Office of Vocational Rehabilitation (OVR) and school districts to develop IEP's that include job skills training when appropriate
- The Act encourages OVR counselors to participate in IEP meetings when they are invited

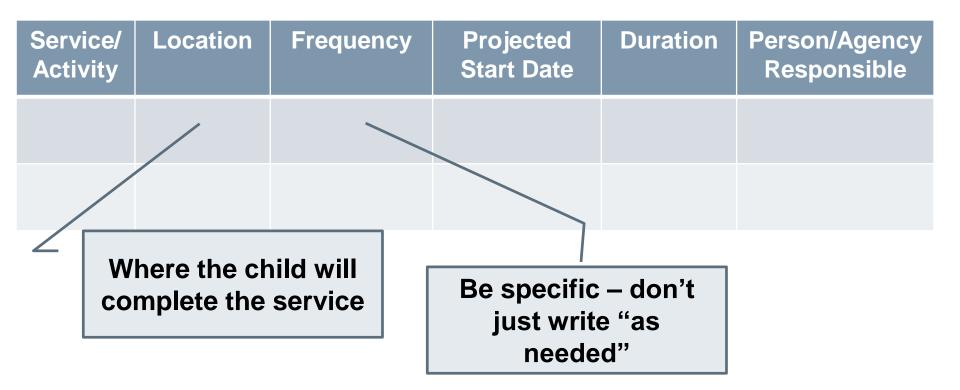
The Key for Successful Collaboration

- Service providers must understand a client's transition goals and ensure that all plans are aligned and include the services to achieve these goals
- Service plans include:
 - Individual Education Program (IEP) through the client's school
 - Individual Support Plan (ISP) through the Bureau of Autism Services or Intellectual Disability System
 - Individual Plan for Employment (IPE) through the Office of Vocational Rehabilitation

Tips For Effective Transition Plans

KEEP THE END GOAL IN MIND

For each transition service include:



High School Past Age 18

- Remember students who receive special education services can stay in school and continue to receive services until 21
- Graduation at 18 is considered a change in placement for students with IEPs
- If the parent disagrees with the school district's decision to graduate the student can request mediation or file for a due process hearing

Career Based Transition Programs

Bridges from School to Work

- 15-24 month long program that helps youth with disabilities ages 17-22, find employment.
- http://www.bridgestowork.org/locations/philadelphia/

Project SEARCH

- Business led, one year, school to work program that takes place entirely at the workplace
- http://www.projectsearch.us/OurPROGRAM/HighSch oolTransition.aspx

College Based Transition Programs

- 268 college programs nationwide for students with Intellectual Disabilities or Autism
- 96 of these programs serve students while the student is still in high school (18-21 years old)
- the school district may pay a percentage toward this program

 Visit <u>https://thinkcollege.net</u> for specific program requirements

Questions?

Contact Information

Darlene J. Hemerka Esq.

Equal Justice Works Fellow Sponsored by Greenberg Traurig LLP

dhemerka@pubintlaw.org (267)-546-1314

The Public Interest Law Center United Way Building, 2nd Floor 1709 Benjamin Franklin Parkway Philadelphia, PA 19103

