

PREPARING STUDENTS WITH DISABILITIES FOR LIFE AFTER SCHOOL

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



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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
- <http://lifeskills.casey.org/>
- Transition Success Assessment
- <https://ou.edu/content/dam/Education/documents/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 post-secondary 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



<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:

Service/Activity	Location	Frequency	Projected Start Date	Duration	Person/Agency Responsible

Where the child will complete the service

Be specific – don't just write "as needed"

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

Questions?

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