



COLORADO
Department of Education

What is Meant by Continuum of Transition Services-The Earlier the Better: What Should Be Happening When?

Virtual Guidelines

- Please **turn off** your camera
- Please **mute** your audio
- Please **use the chat box** for questions or comments

Who is here?

Who is here?

“Waterfall”

Type in the Chat Box –

- School You Work At
- Current Position
- # of Years in Current Position

Wait for the count down to “Submit”



Who am I?

Participants will:

- **Be able to define “continuum of transition services”**
- **Gain an understanding of the importance of beginning the transition planning process early**
- **Learn about a timeline of specific transition activities that need to be initiated**
- **Determine general guidelines to follow in designing transition plans for each student they serve**

Think about your life...

Timeline Activity

Purpose of IDEA

“To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and **prepare them for further education, employment, and independent living**”. [34 CFR 300.1(a)] [20 U.S.C. 1400(d)(1)(A)]

What Are Transition Services?

“...a **coordinated set of activities** for a child with a disability that –

(A) is designed with a **results-oriented** process that **promotes movement from school to post-school activities**, including post-secondary education and training, integrated employment, continuing and adult education, adult services, independent living, or community participation.

What Are Transition Services?

(B) Based on the individual child's **needs**, taking into account the child's **strengths**, **preferences**, and **interests**; and

What Are Transition Services?

(C) Including instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and when appropriate acquisition of daily living skills and functional vocational evaluation.”

When Should Transition Services Start?

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—

IDEA 2004

When Should Transition Services Start?

In Colorado, transition plan required **beginning when student is 15**, but no later than **end of 9th grade**, or earlier if deemed appropriate by IEP team, and updated annually –

ECEA 4.03 (7)(b)(i)

Why Start Early?

- Transition planning can **start at any age**
- Over half U.S. states and territories require transition planning begin **prior to age 16 mandate**
- New York & South Carolina - transition planning required to **begin at age 12 & 13**
- Some school systems beginning transition planning at **elementary level**

Why Start Early?

- Transition from special ed services (**entitlement**) to adult services (**eligibility**) is complicated
- Often faced with much **paperwork to meet eligibility requirements**
- Some adult services have **long waiting lists**
- Students with SSN – more time needed to put **many services and supports** in place
- Vast amount of **additional skills** to be taught

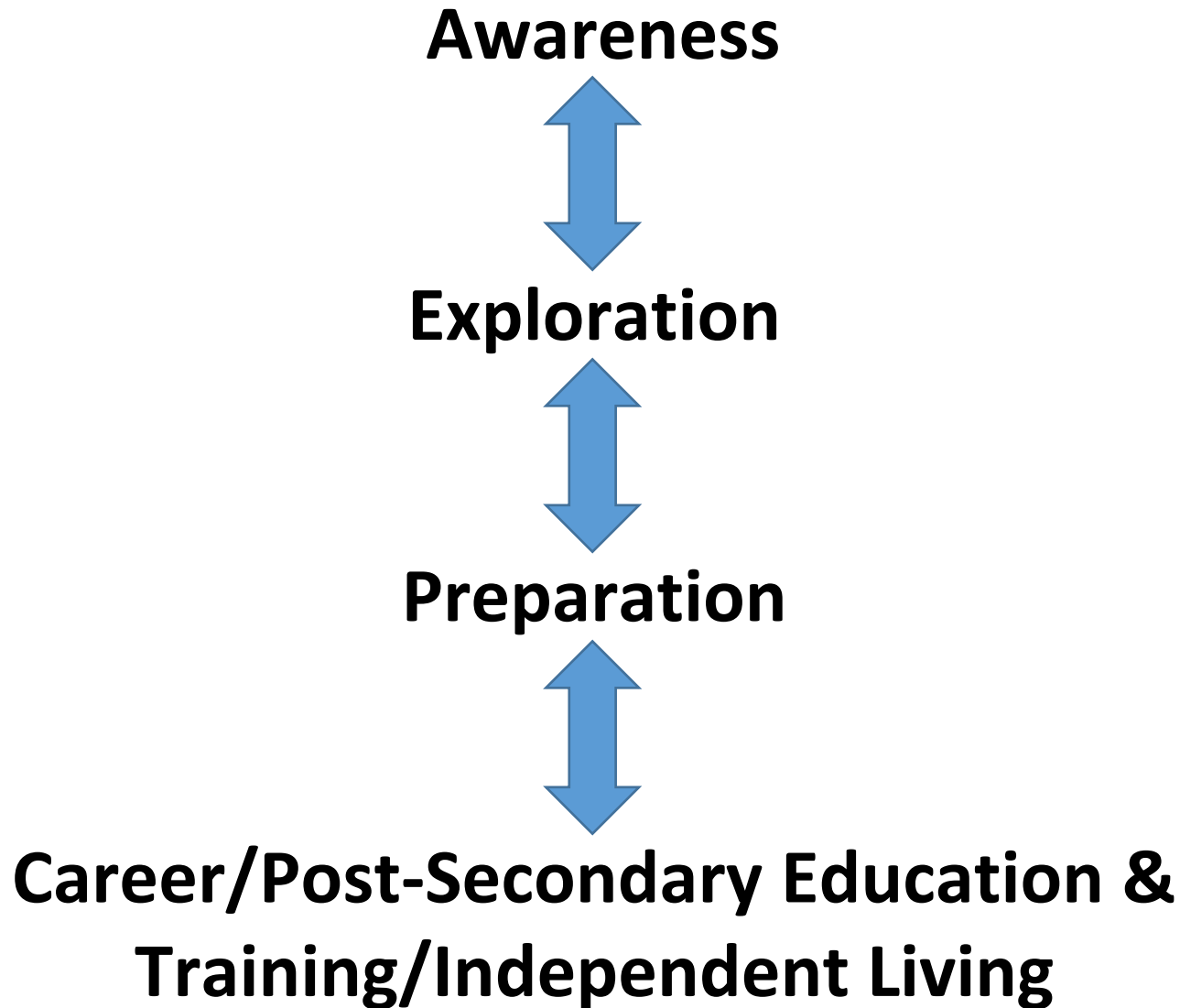
What does research say about early transition planning?

- Results in more comprehensive transition planning
- More time to identify challenges students will face and prepare them to meet demands
- More opportunities to identify career interests and postsecondary education options
- Additional time to learn prerequisite skills needed for career interests
- More time to prepare for postsecondary education

What does research say about early transition planning?

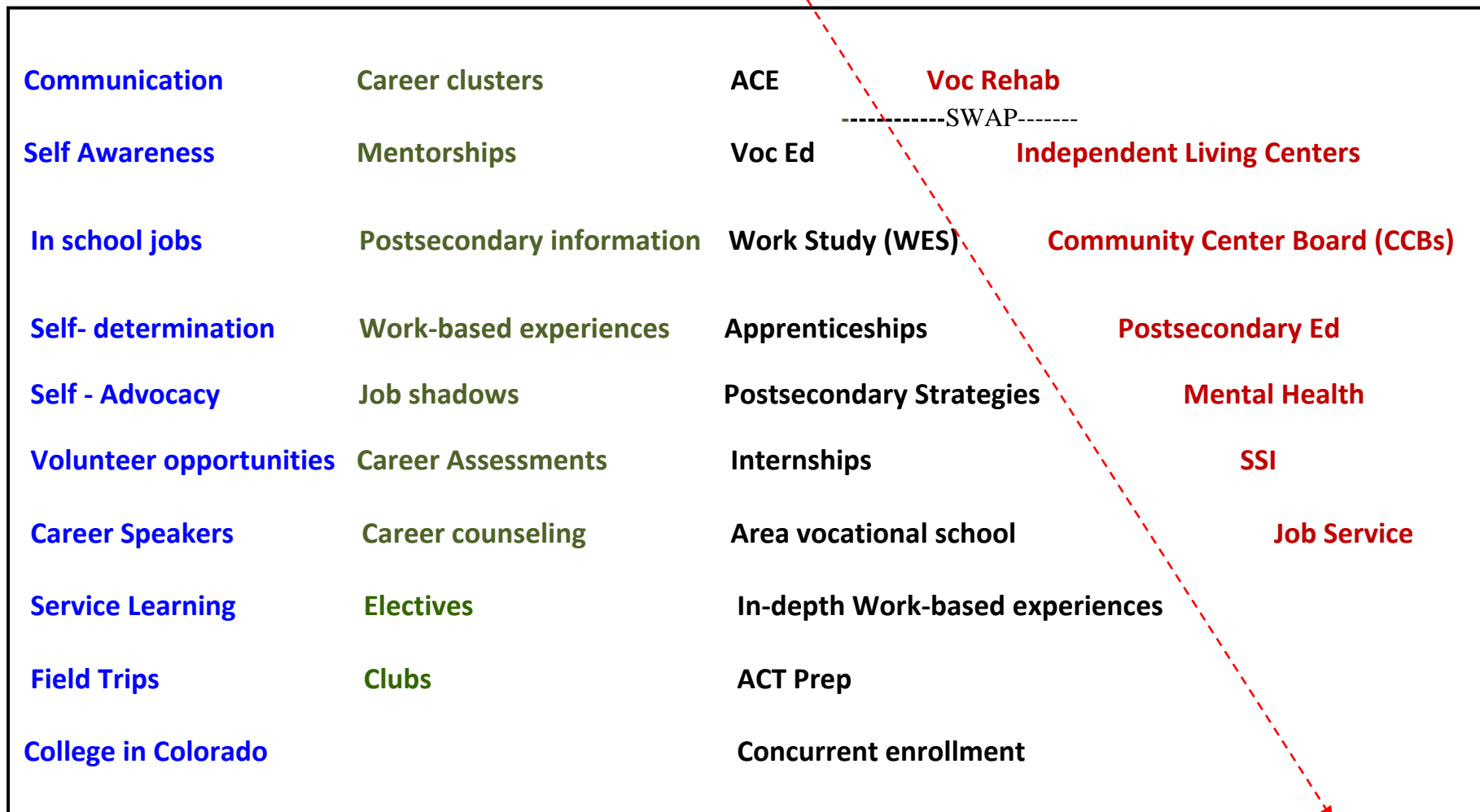
- Reduce number of students who dropout of school
- More time for students to learn, practice, and generalize skills including self-determination skills
- Ensures services will be received in timely manner
- Results in better postsecondary outcomes for employment and education
- Helps students become independent, productive adults

What is a Continuum of Services?



TRANSITION CONTINUUM

Awareness ———> Exploration ———> Preparation ———> Career/Continuing Ed/Independent Living (PSG)



Exit from High School
(diploma or age 21)

Timeline of Transition Activities

Primary level: Grades 1 - 5

Goals and objectives:

Employability and independent living skills

- **Obj. 1:** To develop positive work habits
- **Obj. 2:** To appreciate all types of work
- **Obj. 3:** To develop disability/self-awareness

Primary level: Grades 1 - 5

Examples of possible activities:

- Community outings/field trips
- Discussions of interests and aptitudes
- Decision-making and problem-solving activities
- Social and communication skills
- Class jobs – “Classroom Helpers”
- Student led conferences
- Teaching self-advocacy skills

Primary level: Grades 1 - 5

Person Centered Planning Process

<https://www.pacer.org/transition/learning-center/independent-community-living/person-centered.asp>

Transition Planning Worksheet

http://www.cde.state.co.us/cdesped/tk_tab04_planningexamples

“Waterfall”

What other **possible transition activities** might be appropriate to implement at the **Primary level: Grades 1 - 5?**



Middle school: Grades 6 - 8

Goals and objectives:

Career exploration and transition planning relative to course of study

Obj. 1: To understand interests, aptitudes, and preferences

Obj. 2: To understand work, education, independent living, and community options

Obj 3: To specify transition services needed to participate in a desired course of study

Middle school: Grades 6 - 8

Examples of possible activities:

- Complete interest inventories
- Determine transition needs and preferences
- Money and budgeting
- Explore transportation needs
- Self-determination and self-advocacy training
- Career guidance and exploration
- Participation in self-directed IEPs
- Explore recreation and leisure interests

Middle school: Grades 6 - 8

- **Sequencing of Services Tool:**
<http://www.cde.state.co.us/sequencingofservices/localworkbook>
- **Resource mapping:**
https://transitionta.org/wp-content/uploads/docs/toolkit_ResourceMapping_MappingWorksheet.pdf

“Waterfall”

What other **possible transition activities** might be appropriate to implement at the **Middle school level: Grades 6 - 8?**



High school: Grades 9 - 10

Goals and objectives

Career exploration and transition planning

Obj. 1: To develop meaningful and realistic postsecondary goals

Obj. 2: To develop work, education, residential, and community participation skills and supports relevant to goals

Obj. 3: To learn to manage assistive technology and request accommodations

High school: Grades 9 - 10

Examples of possible activities:

- Participate in transition assessments
- Identify needed technology & accommodations
- Make agency referrals
- Update transition goals
- Continue self-determination training
- Pre-employment transition services (Pre-ETS)
- Obtain driver's license or state ID-card
- Participate in recreation and leisure interests

High school: Grades 9 - 10

Transition Portfolio

Provides a checklist of suggested activities and important information and can be a tool for documenting activities that have been completed

http://www.cde.state.co.us/cdesped/tk_tab03_maintaining

Checklist

http://www.cde.state.co.us/cdesped/tk_tab02_planning

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What other **possible transition activities** might be appropriate to implement at the **High school level: Grades 9 - 10?**



High school: Grades 11 - 12

Goals and objectives

Transition and overlap into postsecondary environments desired by student

Obj. 1: To secure options for postsecondary education and/or employment

Obj. 2: To develop residential and community participation supports and contacts

Obj. 3: To develop linkages with adult services

High school: Grades 11 - 12

Examples of possible activities:

- Ensure graduation requirements are being met
- Continue development of portfolio
- Apprenticeships, job shadowing, job training
- Apply for adult services
- Practice independent living skills
- Explore current and future living options
- Visit relevant postsecondary environments
- Activities may continue beyond the age of 18

High school: Grades 11 - 12

Quality Indicators for Assessing Individualized Services for Students (K-12) With Significant Support Needs

http://www.cde.state.co.us/cdesped/ssn_qualityindicators_rev11-2017

Quality Indicators for Assessing Individualized Transition Services (Transition-Aged Youth Ages 15-21) - Coming Soon

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What other **possible transition activities** might be appropriate to implement at the **High school level: Grades 11 - 12?**



18-21 Transition Services

Goals and objectives

Transition and overlap into postsecondary environments desired by student

Obj. 1: To secure postsecondary education and/or employment

Obj. 2: To secure residential and community participation supports and contacts

Obj. 3: To secure adult services

18-21 Transition Services

Examples of possible activities:

- Apply for financial support programs
- Systematic phase out of school services; phase in adult services
- Consider guardianship
- Community Based Instruction
- Obtain paid employment with supports
- Establish graduation/exit date
- Last day of transition services closely resembles first day in community/adult agency

18-21 Transition Services

Quality Indicators for Transition Services for Students with Significant Support Needs (Ages 18-21)

http://www.cde.state.co.us/cdesped/qi_transition_services_ssn_students_ages18-21

Quality Indicators for Secondary Transition Services (Ages 18-21) -

<https://drive.google.com/drive/folders/1nY8BpgSKUZTwzoiOSrUWYNdQiJ6825RY?usp=sharing>

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What other **possible transition activities** might be appropriate to implement at the **18-21 Transition Services Level?**



Questions

Contact Us

- Gina Herrera - herrera_g@cde.state.co.us
- Gail Lott – lott_g@cde.state.co.us
- Kara Halley – khalley@msudenver.edu

