


Who receives 18-21 Transition  
Services and when is it time to  
exit?

*Transition Leadership Institute*  
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\*\*\*\*\***DISCLAIMER**\*\*\*\*\*

As members of the state task force on transition, we share best practices but do not intend to dictate direction for local school districts. The following questions are intended for your self reflection to consider areas of focus for your transition team.

“The Shoulds and Should Nots of Transition” were generated in Wisconsin and are only included for possible discussion points with your Transition Team.

A close-up photograph showing two hands. The hand on the right is holding a blue baton and is in the process of passing it to the hand on the left. The background is a soft, out-of-focus green field. The text is overlaid on the left side of the image.

Considerations for Transition  
Programming for Students  
With Individualized Education  
Programs (IEP) Beyond  
Age 18

“Passing the Baton!”

# “Passing the Baton!”

Think of 18-21 Services as the passing of a baton.....

- from school to outside agencies and
- postsecondary options that will support the student as they leave school.

The transition should be seamless, smooth and gradual as school supports begin to fade and other supports pick up.

All transition stakeholders support the development of student postsecondary transition goals and preparing the student to meet those goals.

It's extremely important that planning reflects the natural environment the student will be living, working, and attending school or training as the student grows into an active member of their community.

# The Big 4 we agree are Paramount for 18-21 Transition Services!

1. Self-Advocacy/Self-Determination
2. Independent Living
3. Employability Skills and Connections
4. Agency Linkages

# How do you decide which students receive 18-21 transition services?

In one sentence how do you decide?



Students, write your response!

**What assessments do you use to help to make the decision?**



Students, write your response!



# Who are the students who are accessing 18-21 services?



Students, write your response!

# How do you determine the exit date or when services end?

In one sentence how do you decide?



Students, write your response!

# How often do students exit before the age of 21?

Very often

Often

Rarely

Never



Students choose an option

# How often do students exit early to access adult waiver programs?

Very often

Often

Rarely

Never



Students choose an option

# How often do students exit early for supported employment?

Very often

Often

Rarely

Never



Students choose an option

# How often do students exit early for competitive employment?

Very often

Often

Rarely

Never



Students choose an option

# How often do students exit early for PSG completion?

Very often

Often

Rarely

Never



How do you ensure that your 18-21 students will be meaningfully connected to the community when they exit your district?

In one sentence, how do you ensure?



Students, write your response!



# How do you ensure that your students with intellectual and developmental disabilities get signed up with community centered board well before the age of 18?

In one sentence, describe how do you ensure?



Students, write your response!

# At what age do you strive to get students signed up with the local Community Centered Board?

What age?



Students, enter a number!

# What assistance do parents receive to access adult waivers?

How do they get assistance?



Students, write your response!

# How frequently do you get your students connected with DVR?

In one sentence



Students, write your response!

**What type of of interaction do you have with your local Program Approved Service Agencies (PASA)?**



Students, write your response!

In one sentence

# Reflection

Post school outcomes data is one indicator of the success of transition planning and programming.

What is your most recent Indicator 14 data telling you about your transition services and how they connect students to the community as an adult?

In one sentence



Students, write your response!



# How does the Indicator 14 data look per different disability groups?

In one sentence



Students, write your response!

# 18-21 Programming Considerations

## SHOULD BE

Available to any student with an IEP  
as determined by an IEP team.  
disability category.



## SHOULD NOT BE

Based on a



Students, drag the icon!



# SHOULD BE

## BE

An IEP team decision.  
an application process, school

# SHOULD NOT

Decided by

schedule, policy or individual staff decision.



Students, drag the icon!



# SHOULD BE

Individualized and the foundation

A continuation of a traditional school day  
built by the student's IEP and secondary transition plan..

# SHOULD NOT BE



Students, drag the icon!



# SHOULD BE SHOULD NOT BE

Community based focused, supporting in repeat of postsecondary education or training, employment, and community belonging.

A self-contained environment and a coursework already completed.



Students, drag the icon!



## SHOULD BE

Supported by braided funding  
Supported exclusively by school funding,  
and outside agency support  
and community resources.



## SHOULD NOT BE



Students, drag the icon!



SHOULD BE

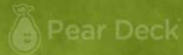
## SHOULD NOT BE

Mirror a day similar to a student

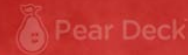
Mirror a day that works for the school's  
who has left high school and focuses  
schedule and doesn't support the student  
on skills and activities that prepare  
reaching postsecondary transition goals.

students for postsecondary transition goals.

Agree



Disagree



Students, drag the icon!



Pear Deck Interactive Slide  
Do not remove this bar



## SHOULD BE

Meaningful, culturally responsive,  
program for all students (i.e.,  
and relevant for the student.  
courses and must stay until age 21).



## SHOULD NOT BE

A defined schedule and  
transition students take specific



Students, drag the icon!



# SHOULD BE

In a natural environment similar  
segregated setting with school staff doing the  
to what and where same age  
of supporting.  
peers are engaging.

# SHOULD NOT BE

In a  
majority



Students, drag the icon!



## SHOULD BE

Supporting any coursework or classes over to fill in open time in a credits needed to graduate or support goals.



## SHOULD NOT BE

Taking  
schedule.



Should this slide be included?  
Students meet grad requirements  
before receiving 18-21 services.



Students, drag the icon!



# What resonates?

Which of the elements fall outside of your 18-21 transition services approach?

Is this a good thing or a bad thing?

# Case Study #1

Live Interview with Donna Johnson and former student

# CASE Study #2

Live Interview with Donna Johnson and former student

# Your thoughts on this session?

What elements of today's session will be discussed further with your team?

How will your self reflection help to shape transition services approach?

What pieces of information may make its way into your district's TAP?

What further information or support would you appreciate?

Questions about 18-21 Services?

Contact

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