



UNIVERSITY OF  
ARKANSAS®

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College of Education  
& Health Professions  
*Special Education*

# THE TRANSITION PROCESS

-

# PREPARING FOR ADULT-LIFE

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# LINK TO PRESENTATION:

[https://drive.google.com/file/d/13I\\_neVatervfVvJX7vA9l8zEhmEhYUcC/view?usp=sharing](https://drive.google.com/file/d/13I_neVatervfVvJX7vA9l8zEhmEhYUcC/view?usp=sharing)

From Chat:

FB Parenting FASD Teens and Adults

FASD Caregiving Success Group



# PLAN

- Recognize predictors of positive adult outcomes for those with disabilities
- Create a timeline of steps in the transition process
- Identify evidence-based practices specific to transition for students with disabilities
- Pinpoint transition focused evidence-based practices especially useful to youth with FASD
- Know state and national resources for transition support

# WHAT IS “TRANSITION” ?



# INDIVIDUALS WITH DISABILITIES EDUCATION ACT, 2004

- The student's individualized education program (IEP) must
  - Through an interdisciplinary team including adult service providers
  - Address transition services not later than 16 years old (or younger)
  - Updated annually
  - Appropriate, measurable postsecondary goals based on age-appropriate transition assessments on
    - Training
    - Education
    - Employment
    - Independent living skills
  - Transition services and course of study need to assist student in reaching these goals
- Workforce Innovation and Opportunity Act (WIOA)
  - Funding for vocational rehabilitation agencies to provide pre-employment transition services






# YOUR TRANSITION RESOURCES

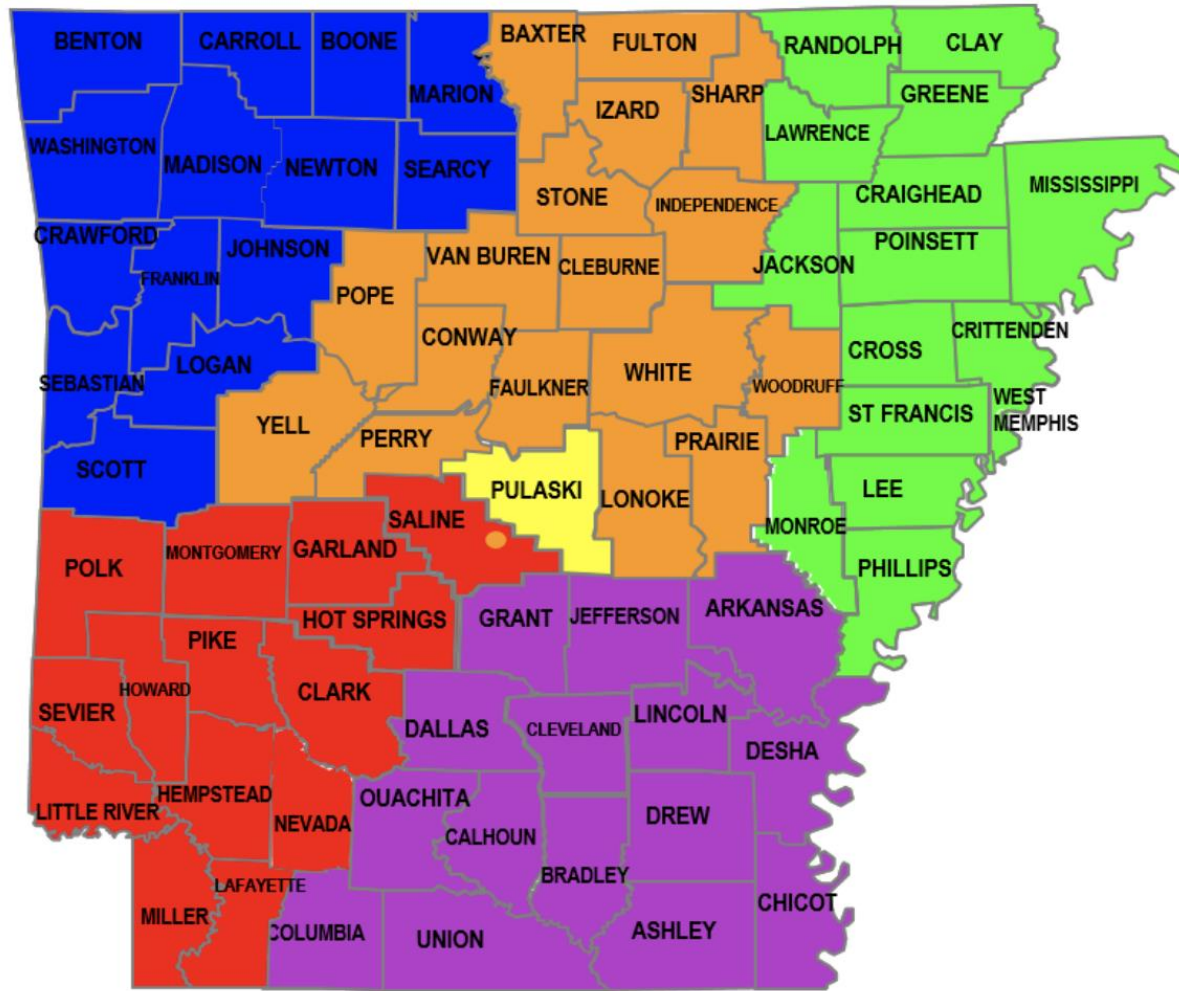


- Transition Plan
  - (IEP forms to preview)
- Assessments
  - Transition surveys and questionnaires
- Guardianship and Transfer of Rights Information
- Assistive Technology Assessments and Tools
- Self-Determination Resources
- Healthcare Transition
- Post-secondary Resources
  - College
  - Careers
- Financial literacy and planning
- Agency Connections
- Other resources

## TOOLS AND RESOURCES







Arkansas Transition Services works hard to keep teachers updated on the latest tools and resources for all involved in the transition process. Click on the group that fits you best and find tools that will help make the transition process a little smoother.

-  [TEACHER/COUNSELOR TOOLS](#)
-  [STUDENT TOOLS](#)
-  [PARENT TOOLS](#)
-  [ASSESSING TOOLS](#)
-  [AGENCY/SERVICE PROVIDER TOOLS](#)



# ADE-DESE ARKANSAS TRANSITION TEAM

[WWW.ARKANSAS  
ASTRANSITION  
.COM](http://WWW.ARKANSAS<br/>ASTRANSITION<br/>.COM)

 Carrie Tuttle 501-505-8855	 Paul Johnston 479-267-7450	 Lisa Washington 870-246-3077
 Karen Randolph 870-723-4528	 Bonnie Boaz 501-375-6487	 Jennifer Williams 870-578-5426



# ARKANSAS SECONDARY TRANSITION PLANNING

IT'S NEVER TOO EARLY TO START PLANNING FOR A CHILD'S FUTURE.

These are recommended resources, services, and activities for students with disabilities as they prepare for life after high school.

The numbers in the boxes correspond to the resource list.



## BIRTH TO ELEMENTARY



## INFORMATION RESOURCE LIST

(1) ACCESS <a href="http://www.accessgroupinc.org">www.accessgroupinc.org</a> (501) 217-8600	(16) Arkansas Legal Services <a href="http://www.arlegalservices.org">www.arlegalservices.org</a> (800) 967-9224 (800) 952-9243	(31) Governor's Developmental Disabilities Council <a href="http://www.ddcouncil.org">www.ddcouncil.org</a> (501) 661-2589 (855) 627-7580
(2) ARC of Arkansas <a href="http://www.arcark.org">www.arcark.org</a> (501) 375-7770	(17) Arkansas Rehabilitation Services (ARS) <a href="http://www.ars.arkansas.gov">www.ars.arkansas.gov</a> (501) 296-1600 or (800) 330-0632	(32) Increasing Capabilities Access Network (ICAN) <a href="http://www.ar-ican.org">www.ar-ican.org</a> (501) 666-8868 (800) 828-2799
(3) Arkansas Adult Learning Resource Center (AALRC) <a href="http://www.aalrc.org">www.aalrc.org</a> (501) 907-2490 (877) 963-4433	(18) Arkansas School for the Deaf <a href="http://www.arschoolfortheblind.org">www.arschoolfortheblind.org</a> (501) 324-9506	(33) Independent Case Management <a href="http://www.icm-inc.org">www.icm-inc.org</a> (501) 228-0063 (800) 409-5720
(4) Arkansas Association on Higher Education & Disabilities (ArKHEAD) <a href="http://www.arkahead.org">www.arkahead.org</a> (501) 812-2333	(19) Arkansas School for the Blind <a href="http://www.arkansaschoolfortheblind.org">www.arkansaschoolfortheblind.org</a> (501) 296-1810 (800) 362-4451	(34) Integrity Inc. <a href="http://www.integrityinc.org">www.integrityinc.org</a> (501) 614-7200
(5) Arkansas Career Training Institute (ACTI) <a href="http://www.arcareereducation.org/services/arkansas-rehabilitation-services/arkansas-training-institute">http://www.arcareereducation.org/services/arkansas-rehabilitation-services/arkansas-training-institute</a> (501) 624-4411	(20) Arkansas Transition Services <a href="http://www.arkansastransition.com">www.arkansastransition.com</a> (501) 375-6487	(35) Job Corps <a href="http://www.jobcorps.gov/home.aspx">http://www.jobcorps.gov/home.aspx</a> (501) 618-5201 (800) 733-5627
(6) Arkansas Child Find Project <a href="http://www.archildfind.org/">http://www.archildfind.org/</a> (501) 771-8093 (800) 482-8437	(21) Arkansas Waiver Association <a href="http://www.arkansaswaiver.com">www.arkansaswaiver.com</a> (479) 927-4100	(36) Learning Disabilities Association of Arkansas <a href="http://www.ldarkansas.org">www.ldarkansas.org</a> (501) 666-8777
(7) Arkansas Department of Career Education (ACE) <a href="http://www.ace.arkansas.gov">www.ace.arkansas.gov</a> (501) 682-1500	(22) Best Buddies Arkansas <a href="http://www.bestbuddies.org/arkansas/">http://www.bestbuddies.org/arkansas/</a> (501) 975-1040	(37) National Alliance on Mental Illness (NAMI) Arkansas <a href="http://namiarkansas.org">namiarkansas.org</a> (501) 661-1548 (800) 844-0381
(8) Arkansas Department of Education - Special Education Unit <a href="https://arksped.k12.ar.us">https://arksped.k12.ar.us</a> (501) 682-4475	(23) The Center for Exceptional Families <a href="http://www.tcfef.org">www.tcfef.org</a> (870) 336-3012 (888) 360-9654	(38) Partners for Inclusive Communities <a href="http://www.uofapartners.uark.edu">www.uofapartners.uark.edu</a> (501) 301-1100 (800) 342-2923
(9) Arkansas Department of Health (ADH) <a href="http://www.healthy.arkansas.gov">www.healthy.arkansas.gov</a> (501) 661-2000 (800) 462-0599	(24) Centers for Medicare & Medicaid Services (CMS) <a href="http://www.cms.gov/">http://www.cms.gov/</a> (800) 633-4227	(39) Project AWIN <a href="http://www.arsources.org/services/project-awin">www.arsources.org/services/project-awin</a> (479) 442-5600 (888) 284-7521
(10) Arkansas Department of Higher Education (ADHE) <a href="http://www.adhe.edu">www.adhe.edu</a> (501) 371-2000	(25) Developmental Disabilities Services Children Services (DDS) <a href="http://www.humanservices.arkansas.gov/ddds">www.humanservices.arkansas.gov/ddds</a> (501) 682-2277 (800) 482-5850 ext. 22277	(40) Project Search <a href="http://www.projectsearch.uams.edu">www.projectsearch.uams.edu</a> (501) 529-3139
(11) Arkansas Department of Human Services (DHS) <a href="http://www.humanservices.arkansas.gov">www.humanservices.arkansas.gov</a> (501) 682-1001	(26) Division of Services for the Blind <a href="http://www.arkansas.gov/dhs/dsb">www.arkansas.gov/dhs/dsb</a> (501) 682-5463 (800) 960-9270	(41) Social Security Administration (SSA) <a href="http://www.arkansas.gov/ddssa">www.arkansas.gov/ddssa</a> (501) 682-3030 (866) 593-0933
(12) Arkansas Department of Workforce Services (DWS) <a href="http://www.dws.arkansas.gov">www.dws.arkansas.gov</a> (501) 682-2121 (855) 225-4440	(27) Disability Rights Arkansas <a href="http://www.disabilityrightsar.org">www.disabilityrightsar.org</a> (501) 296-1775 (800) 482-1174	(42) Spinal Cord Commission <a href="http://www.spinalcord.ar.gov">www.spinalcord.ar.gov</a> (501) 296-1788 (800) 459-1517
(13) Arkansas Disability Coalition (ADC) <a href="http://www.adcpti.org">www.adcpti.org</a> (501) 614-7020 (800) 223-1330	(28) Easterseals Arkansas <a href="http://www.eastersealsar.com">www.eastersealsar.com</a> (501) 367-1200	(43) United Cerebral Palsy (UCP) <a href="http://www.ucp.org">www.ucp.org</a> (501) 224-6067 (800) 872-5827
(14) Arkansas Enterprises for the Developmentally Disabled <a href="http://www.aeddinc.org/">http://www.aeddinc.org/</a> (501) 666-0264	(29) Friendship Community Care <a href="http://www.fccare.org">www.fccare.org</a> (479) 967-2322 (800) 461-1793	(44) University of Arkansas Autism Support Program <a href="http://coeup.uark.edu/10656.php">http://coeup.uark.edu/10656.php</a> (479) 595-6071
(15) Arkansas Independent Living Council <a href="http://www.ar-silc.org/about.html">http://www.ar-silc.org/about.html</a> (501) 372-0607 (800) 772-0607	(30) Goodwill Industries of Arkansas <a href="http://www.goodwillar.org/">http://www.goodwillar.org/</a> (501) 372-5100 (877) 372-5151	

For a list of some of the local agencies available in your area, please visit: <http://www.arkansastransition.com/index.php/arkansas-agencies>

If you'd like to request changes to agency contact information, please email [jennifer.bibel@arkansas.gov](mailto:jennifer.bibel@arkansas.gov)

**WHAT'S  
IMPORTANT FOR  
EFFECTIVE  
TRANSITIONS?**



# TAXONOMY FOR TRANSITION, 2.0

Google:  
Taxonomy  
for  
Transition  
2.0

## Student-Focused Planning

- IEP Development
- Planning Strategies
- Student Participation

## Family Engagement

- Family Involvement
- Family Empowerment
- Family Preparation

## Student Development

- Assessment
- Academic Skills
- Life, Social, and Emotional Skills
- Employment and Occupational Skills
- Student Supports
- Instructional Context

## Program Structures

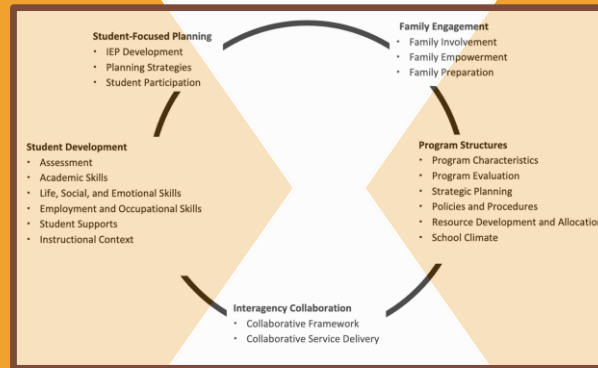
- Program Characteristics
- Program Evaluation
- Strategic Planning
- Policies and Procedures
- Resource Development and Allocation
- School Climate

## Interagency Collaboration

- Collaborative Framework
- Collaborative Service Delivery

Kohler et al., 2016


# Evidence Based Practices



# Predictors of Post-School Outcomes

# **PREDICTORS OF POST-SCHOOL OUTCOMES**

**AKA – HOW TO AVOID THE FALL OFF THE CLIFF**



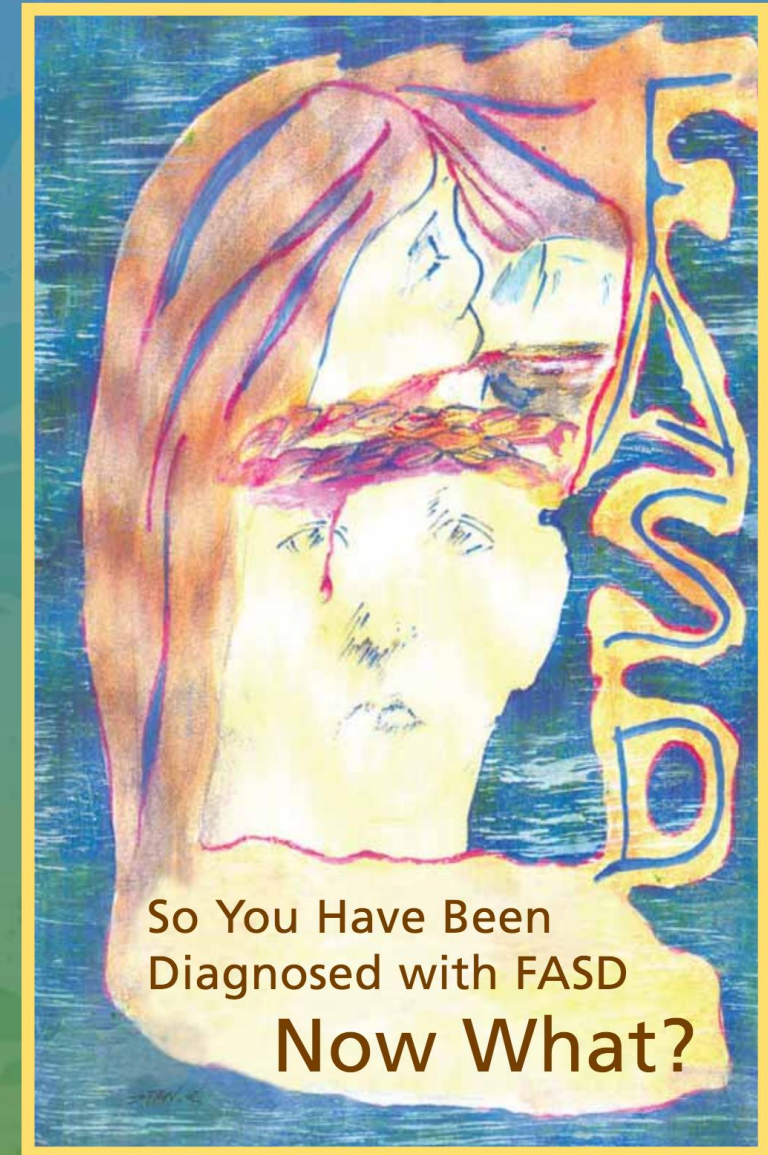
**WHAT ARE YOUR  
CONCERNS/HOPES  
FOR POST-SCHOOL  
OUTCOMES FOR  
(A) YOUTH WITH  
FASD?**



# SOME POTENTIAL CHALLENGES

- Relationships/Social Skills
- Managing Learning
- Managing Emotions
- Independent Living Skills
- Risky Behavior
- Employment/Education
- 

National Association on Fetal Alcohol Syndrome:  
[http://www.fasdnetwork.org/uploads/9/5/1/1/9511748/you\\_have\\_been\\_diagnosed\\_with\\_fasd.pdf](http://www.fasdnetwork.org/uploads/9/5/1/1/9511748/you_have_been_diagnosed_with_fasd.pdf)



A handbook of hopeful strategies  
for youth and young adults

Predictors by Outcome Area

Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	X	X	
• Community Experiences		X	
• Exit Exam Requirements/High School Diploma Status		X	
• Goal-Setting	X	X	
• Inclusion in General Education	X	X	X
• Interagency Collaboration	X	X	
• Occupational Courses	X	X	
• Paid Employment/Work Experience	X	X	X
• Parent Expectations	X	X	X
• Parental Involvement		X	
• Program of Study		X	
• Self-Advocacy/Self-Determination	X	X	
• Self-Care/Independent Living	X	X	X
• Social Skills	X	X	
• Student Support	X	X	X
• Transition Program	X	X	
• Travel Skills		X	
• Vocation Education	X	X	
• Work Study		X	
• Youth Autonomy/Decision-Making	X	X	



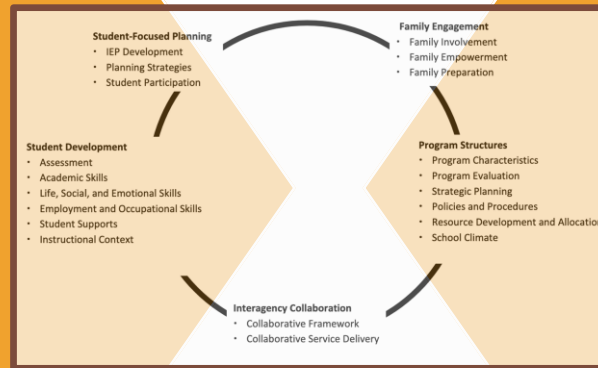
# NTACT

National Technical Assistance Center on Transition

[transitionta.org](http://transitionta.org)



Evidence  
Based  
Practices



Predictors of  
Post-School  
Outcomes

**Student Development**

- Assessment
- Academic Skills
- Life, Social, and Emotional Skills
- Employment and Occupational Skills
- Student Supports
- Instructional Context

# FOCUS ON EBPS

- Emphasis on EBP in Every Student Succeeds Act (ESSA, 2015)
- IDEA (2004)
- Council for Exceptional Children
- National Technical Assistance Center on Transition



Search By:

# EFFECTIVE PRACTICES



**Evidence-Based Practices**



**Research-Based Practices**



**Promising Practices**



**Unestablished Practices**

**TRANSITIONTA.ORG**



**NTACT**

National Technical Assistance Center on Transition



# **THE MATRIX**

**[TRANSITIONTA.ORG/EPMATRIX](https://transitionta.org/epmatrix)**



## Effective Practices and Predictors Matrix

Level of Evidence	Relevant Outcome Area	Practice or Predictor Description Title
<b>Evidence-based Practices</b> 	<b>Education</b>	<ul style="list-style-type: none"><li>▪ <b>Student-focused Planning Practices</b><ul style="list-style-type: none"><li>▪ <a href="#">Published curricula to teach student involvement in the IEP to students with disabilities</a></li><li>▪ <a href="#">Self-Directed IEP</a> to teach student involvement in the IEP meeting for students with disabilities</li></ul></li><li>▪ <b>Student Development (Academic, Employment, and Life Skills) Practices</b><ul style="list-style-type: none"><li>▪ <a href="#">Anchored Instruction to teach math to students with disabilities and learning disabilities and intellectual disabilities and other health impairments</a></li><li>▪ <a href="#">Graphic Organizers to teach science to students with disabilities and students with learning disabilities</a></li><li>▪ <a href="#">Mnemonics to teach science to students with disabilities and students with learning disabilities</a></li><li>▪ <a href="#">Peer Tutoring to teach science to students with disabilities and students with learning disabilities</a></li><li>▪ <a href="#">REWARDS Program to Teach Decoding, Vocabulary, and Reading Comprehension</a></li><li>▪ <a href="#">Schema Based Instruction to teach math to students with disabilities</a></li><li>▪ <a href="#">Self-Determined Learning Model of Instruction to teach goal attainment to students with disabilities and students with intellectual disabilities</a></li><li>▪ <a href="#">Strategy Instruction to teach reading comprehension to students with disabilities and students with learning disabilities</a></li><li>▪ <a href="#">Using Technology to teach math to students with learning disabilities</a></li><li>▪ <a href="#">Time Delay to teach science to students with disabilities and students with intellectual disabilities</a></li></ul></li></ul>
	<b>Employment</b>	<ul style="list-style-type: none"><li>▪ <b>Student-focused Planning Practices</b><ul style="list-style-type: none"><li>▪ <a href="#">Published Curricula to teach student involvement in the IEP to students with disabilities</a></li><li>▪ <a href="#">Self-Directed IEP</a> to teach student involvement in the IEP meeting for students with disabilities</li></ul></li><li>▪ <b>Student Development Practices</b><ul style="list-style-type: none"><li>▪ <a href="#">Self-Determined Learning Model of Instruction to teach goal attainment to students with disabilities and students with intellectual disabilities</a></li></ul></li></ul>  



**THIS IS A LOT!**

**WHERE DO I  
START?!**

# IF YOU ARE A FAMILY MEMBER/ GUARDIAN/LOVED ONE...

- Look to the future:
  - “When do we start planning for what happens after school?”
  - “How will this prepare them for their future?”
  - “This is going to be hard for them. I think we need to start working on this skill now.”
- Help your youth take ownership of their future:
  - Skills in self-determination
  - Skills in self-advocacy
  - Skills in self-management

# SELFDETERMINATION.KU.EDU/

- “Self-determination is about making things happen in your life”



**DECIDE**

- I use my strengths and areas of need to identify goals.
- I choose goals based on my vision for future.

**ACT**

- I work to solve problems as I move towards my goals.
- I think about different pathways to get around barriers to my goals.

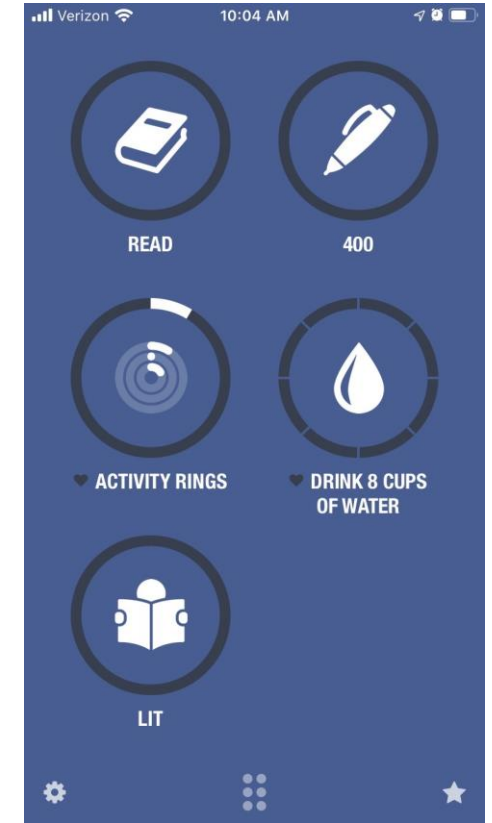
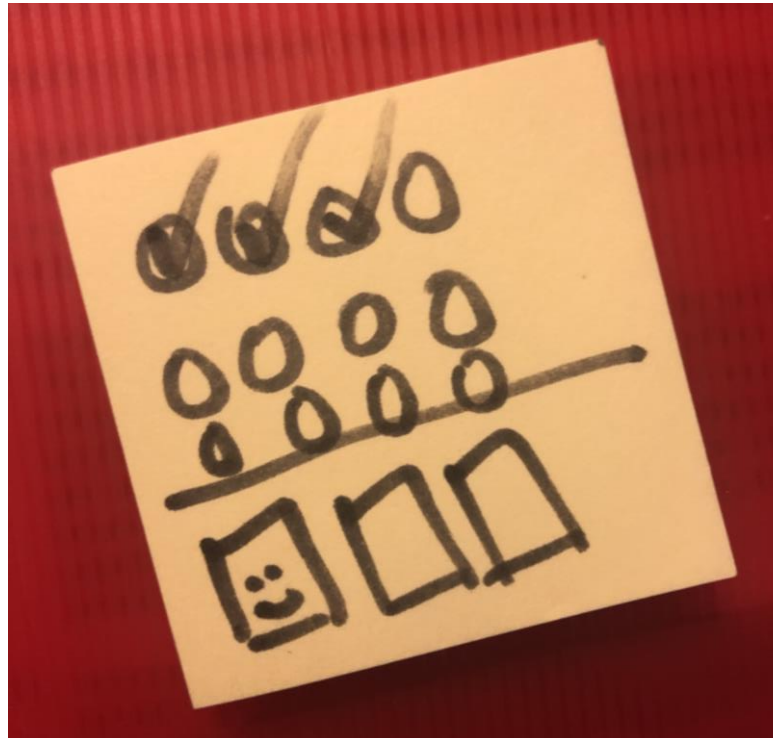
**BELIEVE**

- I feel empowered to take action toward my goals.
- I know I can do things and be supported as I work towards my goals.



# SELF-MANAGEMENT

- Monitoring, managing, reinforcing our own
  - Goals
  - Skill Development
  - Behavior
- Visual supports
- Model in yourself
- Celebrate successes!
- Tools
  - Lo Tech / Hi Tech



# SELF-ADVOCACY

- Whose Future is it Anyway?

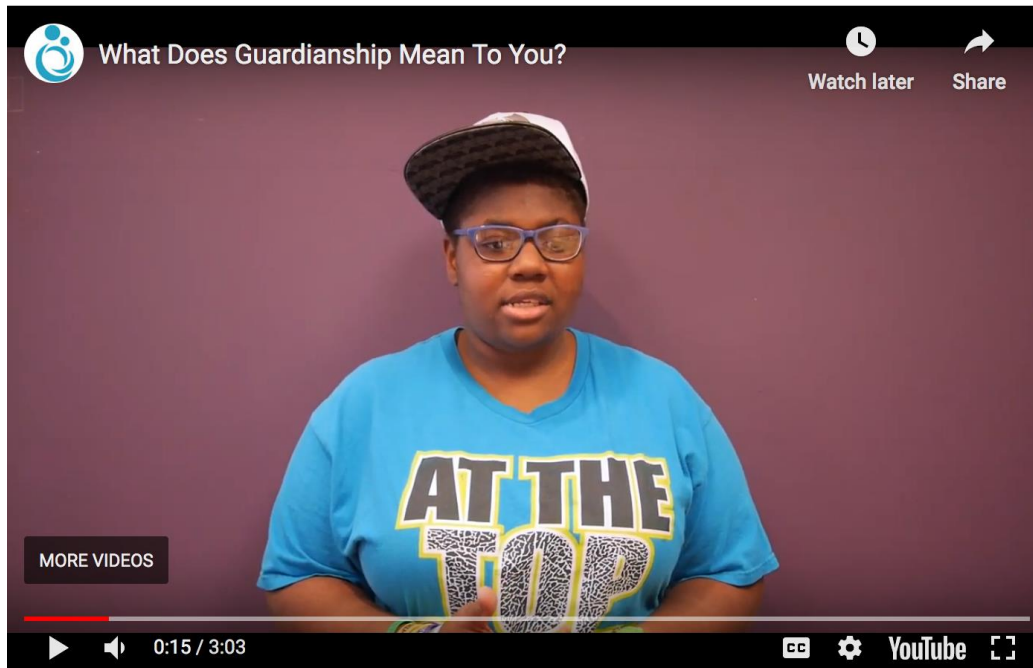
<https://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/whos-future-is-it-anyway>

- Opportunities to speak up for themselves
  - Being part of the IEP team
  - Being part of the decision making
  - Building self-awareness

# PREPARE FOR GUARDIANSHIP AND ALTERNATIVES

[HTTPS://YOUTU.BE/GQAKGQKAFEC](https://youtu.be/GQAKGQKAFEC)

## What Does Guardianship Mean to You?



## Age of Majority A Guide for Parents



## What is the Age of Majority?

*Age of majority* is the age when children legally become adults. At this time, they gain the rights of adults, which include the right to vote, marry, apply for a credit card, make medical and financial decisions for themselves, sign contracts, live independently, and much more.

[HTTPS://WWW.PARENT  
CENTERHUB.ORG/AGE-  
OF-MAJORITY-  
PARENTGUIDE/](https://www.parentcenterhub.org/age-of-majority-parentguide/)

**PREDICTOR:**

**IMPORTANCE  
OF FAMILY  
ENGAGEMENT**

**FOSTER  
FAMILIES  
AND  
TRANSITION**



Child Protective Services	Special Education Services	Recommendations
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### What are transition services?

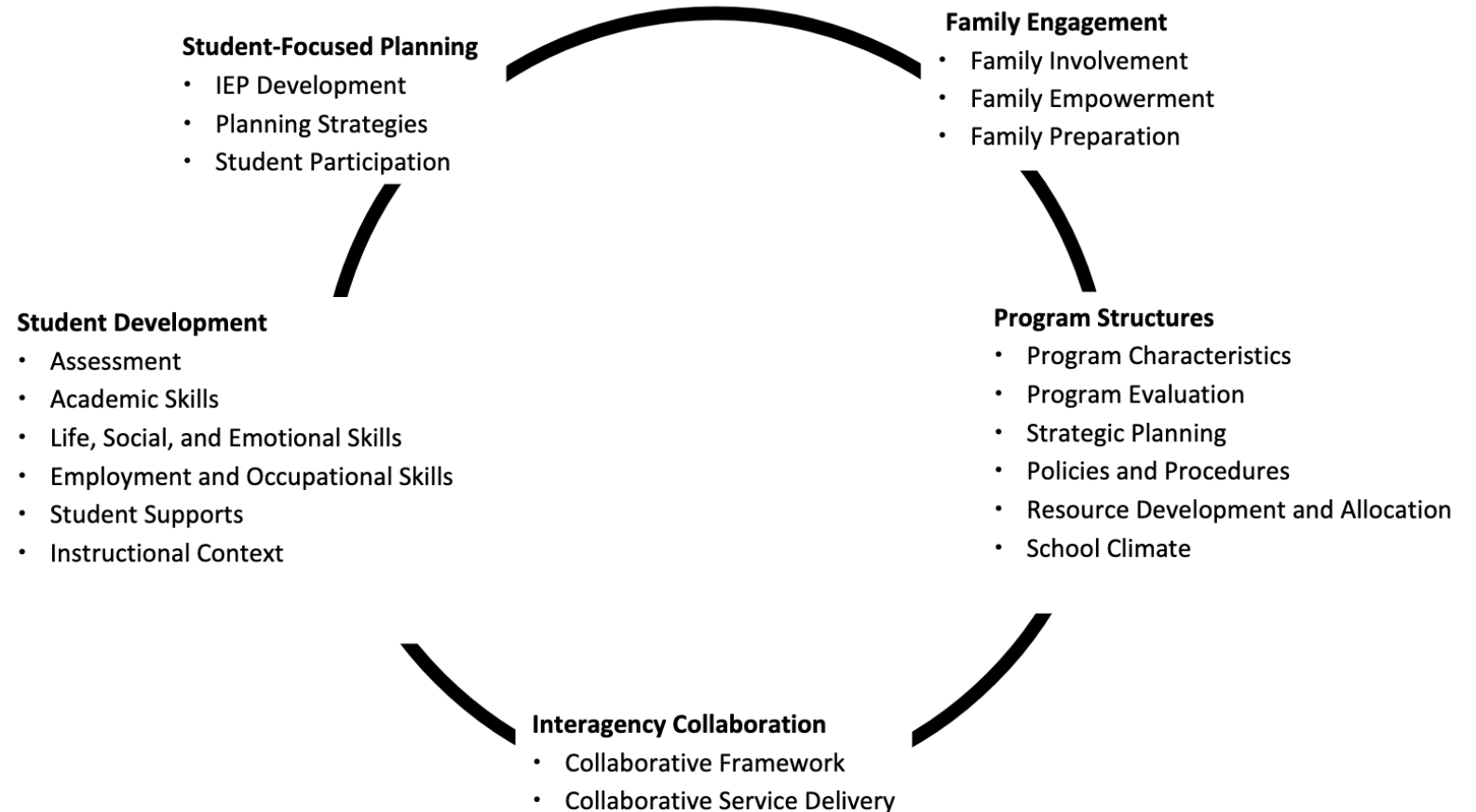
<p>Transitional Living Services is a program administered by DFPS that assists youth in the conservatorship of DFPS in transitioning from foster care to independent living.<sup>4</sup></p> <p>These services include development of a written description of the programs and services available to help with the youth's transition to adulthood.<sup>5</sup></p> <p>Transitional Living Services also include PAL supports, such as life skills classes, college and vocational exploration, and work readiness.</p>	<p>Transition services are a coordinated set of activities, based on the individual needs of a student with a disability, focused on improving the student's academic and functional achievement to facilitate his or her movement from school to post-school activities.<sup>6</sup></p>	<p>Transition planning is required in both the child welfare and special education systems. The focus of the child welfare system is to transition the youth from foster care to independent living. The emphasis in special education is transitioning the student from a secondary environment to life after high school. Youth share common needs and goals for transitioning from each system.</p> <p>Collaboration and coordination by the adults in each system who work with the youth is encouraged early and often throughout the transition planning process.</p>
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To access: [https://drive.google.com/file/d/IRI\\_IYISiZyN2rcN-YIQ9ayEctfRILmC2/view?usp=sharing](https://drive.google.com/file/d/IRI_IYISiZyN2rcN-YIQ9ayEctfRILmC2/view?usp=sharing)



# IF YOU ARE AN EDUCATOR/SERVICE PROVIDER/SOCIAL WORKER...

- Assess your program with the Taxonomy for Transition and make changes accordingly...



# IF YOU ARE A **MEDICAL PROVIDER**...

- Consider the importance of the transition from pediatric care to adult care
  - What is your role in preparing the family?
  - What is your role in preparing the young adult?
  - PACER <https://www.pacer.org/transition/video/series.asp?se=43>
- How might your interactions with youth...
  - Support their self-management
  - Support their self-determination
  - Support their self-advocacy
  - Support family in developing these skills



<https://www.gottransition.org/>



**BUT MY KID IS  
ONLY #!**

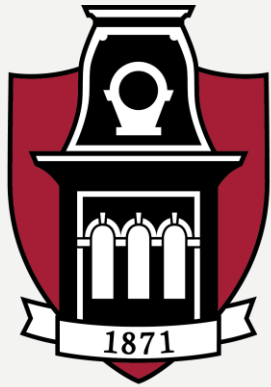


# DON'T DELAY TRANSITION...

- Prioritize **instructional decisions** during IEP meetings
  - Relevance
  - Usefulness – now and as adult
  - Socially elevating
  - Increase access
- Provide **opportunities** at home
  - Social skill development
  - Employment #chores
  - Community
  - Independence
  - Self-Management
- Find your helpers

# RESOURCES

- PACER's National Parent Center on Transition and Employment
  - <https://www.pacer.org/transition/>
- PACER Juvenile Justice
  - <https://www.pacer.org/jj/>
- Arkansas Transition Services
  - <https://www.arkansastransition.com/>
- National Technical Assistance Center on Transition
  - <https://transitionta.org/>
- Transition Coalition
  - <https://transitioncoalition.org/>
- Got Transition
  - <https://www.gottransition.org/>
- Workforce Innovation Technical Assistance Center
  - <http://www.wintac.org/>



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