

**Life is One Transition
After Another:
BE PREPARED**

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Building the Bridge: Transition Planning (IFSP, IEP, IPE, IP...)



Table 3: Changes in Current Employment of Out-of-School Youth

	LD	Speech/ Language	MR	ED	HI	VI	OI	OHI	Autism	TBI	Multiple Disabiliti es
Wave 1	35.5	36.3	17.0	27.2	39.2	28.3	16.7	35.1	26.0	20.9	12.8
Wave 2	46.4	57.9	24.8	36.2	44.2	28.4	15.7	43. 3	31.5	39.9	32.4

Source: NLTS2 “After High School: A First Look at the Post School Experiences of Youth with Disabilities” 2005

IDEA of 2004: Purpose

“to ensure that all children with disabilities have...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**”

IDEA of 2004 – Transition Services Definition

Coordinated Set of Activities that –

Is designed to be within a results-oriented process....focused on improving the academic and functional achievement... to facilitate movement from school to post-school activities including postsecondary education, vocational education, integrated employment, including supported employment ..;

Based on student's needs, taking into account **child's strengths**, preferences and interests;

Includes instruction, related services, **community experiences**, development of employment and other post-school adult living objectives... acquisition of daily living skills and functional vocational evaluation.

Coordinate Services through Plans/ Documents

- IEP – Schools Individualized Education Plans
- SOP – Summary of Performance
- IPE – ORSC Individualized Plan for Employment
- IHP – Individualized Habilitation Plan

Rehabilitation Act Amendments of 1990

- Disability is a natural part of the human experience and in no way diminishes the right of individuals to:
 - Live independently
 - Enjoy self-determination
 - Make choices
 - Contribute to society
 - Pursue meaningful careers
 - Enjoy full inclusion and integration in the economic, political, social, cultural, and educational mainstream of American society

The Self-Determined Transition Model

The Model has 3 phases and each phase is directed by a separate problem for consumers to solve:

Phase 1. What is my goal?

Phase 2. What is my plan?

Phase 3. What have I learned?

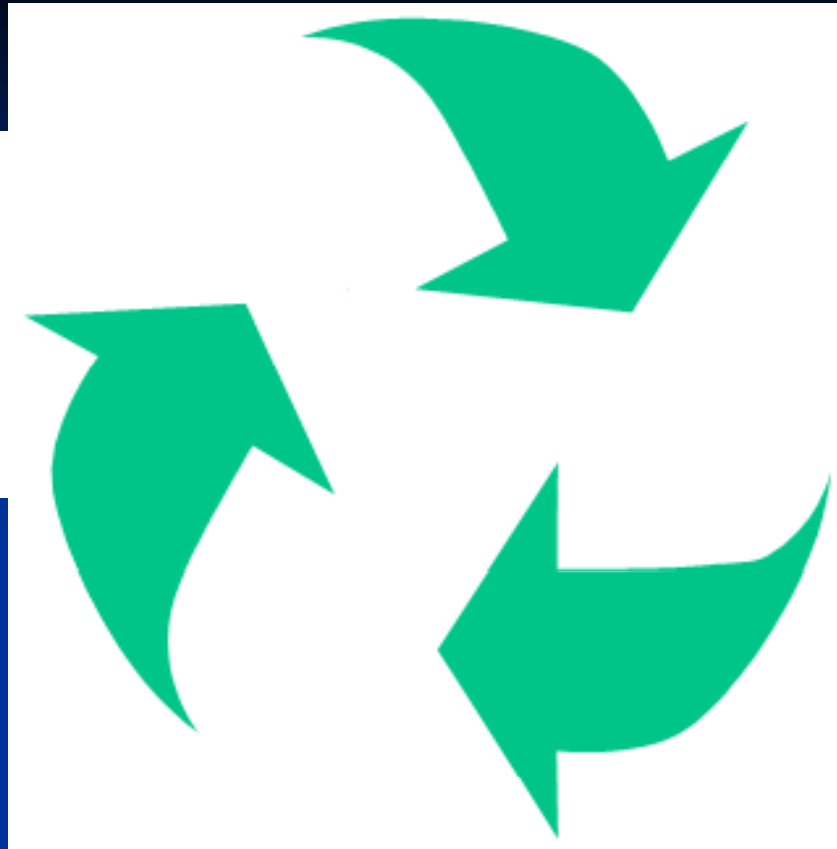
What's the Goal After High School?

- Work
- College
- Post-Secondary Training

**Develop Transition Services
beginning at age 14 based on what
the post-school goal is!**

Best Practices

- Involve students in a coordinated assessment and planning process so that students can gain knowledge of their strengths, needs, and related accommodations,
- Facilitate student-centered IEP meetings and self-directed learning models.
- Infuse SD and CD into the curricula and offer work-based learning experiences for all students.



**Encourage Schools, Rehab and
Adult Programs to work in
conjunction with one another**

Educate yourself and know what resources are available:

- Within the school
- From Rehabilitation Services
- From Other Adult Services
- Within the community

Investigate Education Options!

- District programs
 - Academic or functional
- County Programs
 - Educational Service Centers
- Career-Technical Education Programs
- Work-based learning

Academic Programs

- Academic track includes testing (OGT)
- Curriculum is aligned to standards
- Requirement for access and progress in the general curriculum
- Districts must obtain AYP for all students

Career Technical Education

- Begin with Career Assessment
 - Career Planning Tool
 - Identify Strengths, Interests, Aptitudes
- Career Exploration
- Community Work Experience
- Skill training programs
- Outcome is employment

What is Aspirations?

- An eight week social and vocational support group for high functioning young adults (18-30 years) on the autism spectrum. The program was established in 2002 by The Ohio State University Department of Neurology and the Nisonger Center.

Who is in Aspirations?

- Topics included are: making friends, verbal and nonverbal communication, social coordination, problem-solving, getting along with others in school and the workplace

Characteristics II

- Individuals typically take longer to develop "theory of mind" -- the ability to understand another person's perspective
- Must learn aspects of communication that come intuitively to typically developing peers
- Many are of average or above average intelligence; some are brilliant. They may have quirks, sometimes in delightful ways, or in ways that isolate them from their peers.

Adolescents with Asperger's

N = 156, ages 12-18

FSIQ 103

10% had IQ's > 130

Adaptive Behavior

- Communication 76.10
- Daily Living 67.75
- Socialization 62.27
- Composite 64.28

Moving into adulthood

- Judgment is a key deficit
- Social timing is poor
- Executive function is impaired
 - Difficulty starting and prioritizing
 - “Can’t see the forest for the trees”
- Impulsivity is problematic
- Need for control to lessen anxiety
- Tend to be punctual

Vocational aspects

- Tend to be punctual
- Like routines
- May attend to details well BUT
- Problems with teamwork
- Problems with authority figures
 - Taking constructive criticism
 - Giving correction
- Reluctance to ask for help or support
- Perfectionism in some

Coordinated Transition Services

- Community-based work experiences
- Functional Vocational Evaluations – a coordinated assessment and planning process that all partners participate
- Job Development & Matching
- Job Placement
- Job Coaching & Natural Supports
- Extend transition services beyond high school graduation
- Family Involvement

Student & Family Involvement

- Frequent Communication
- Clarification of Vision for Adult Life
- Understanding the roles and responsibilities of Adult Services
- Remembering “Who’s the System For?”
- As the Vision changes, roles and responsibilities will need to change

Final Helpful Hints

- Be a self-determined teacher/parent/service provider
- Believe in your students' unlimited potential (and show it)
- Recognize your own tendencies to do for students, rather than empower them to do for themselves
- Encourage risk-taking; be available as a safety net

The Role of Education & Career Development

- Helping a person find his/her place in society as a productive citizen contributes to the greater good of both the person and the larger community.

Career Decision Costs

The choice of a career will determine to a major extent:

- where a person will live,
- how happy they will be,
- how wealthy they will be,
- how long they will live,
- the level of medical care they will receive, and how the world will view that person.

Transition: A Bridge to... Inclusion into the Mainstream of American Society

