

Sacramento City Schools CAC Meeting

April 20, 2021

Presenter: Sue Sawyer, CA Transition Alliance

Topic: Parent Role in Transition

California Transition Alliance

Sue Sawyer

Our Mission

To provide support and resources to

Youth, their Adult Allies
and Youth-Serving
Professionals

who support youth as they
transition from high school
to adulthood

www.catransitionalliance.org



CA Transition Alliance

**We accomplish this through
Creating Resources and Tools**

Providing Workshops

Hosting Statewide Institutes

**Collaboration with State,
National Partners**

**Leading Workgroups-
High School Diploma, Social Security**

**Play a leadership role on CA Community
of Practice on Secondary Transition**

Secondary Transition Planning: The Basics
Achieve Successful Outcomes AND Meet Mandates



- ✓ Help Students Prepare For Life After High School
- ✓ Write IEPs that meet the Legal Mandate
- ✓ Implement IEPs using Best Practices

Secondary Transition

Putting It into Perspective

Transitioning out of high school is common for all youth.
All youth need to prepare for adult life roles as:

Workers / Earners



Family Members



Members of Community



Lifelong Learners



Why is Transition Planning So Important?

Disability Employment Statistics Age 16 years and Over

Labor Force Participation Rate 2020

- People without disabilities: Ages 16-19: 35% Ages: 20-24: 70%
- People with disabilities: 16-19: 23% 20-24: 42%

2019 CA High School Graduation Rate

- All Students: 86%
- Students with disabilities: 70%
- Students without disabilities who entered college, 2019 80%
- Students with IEPs who transition entered college 2019 19%

(Department of Education, National Center for Education Statistics)

- 25% of individuals with disabilities live in poverty

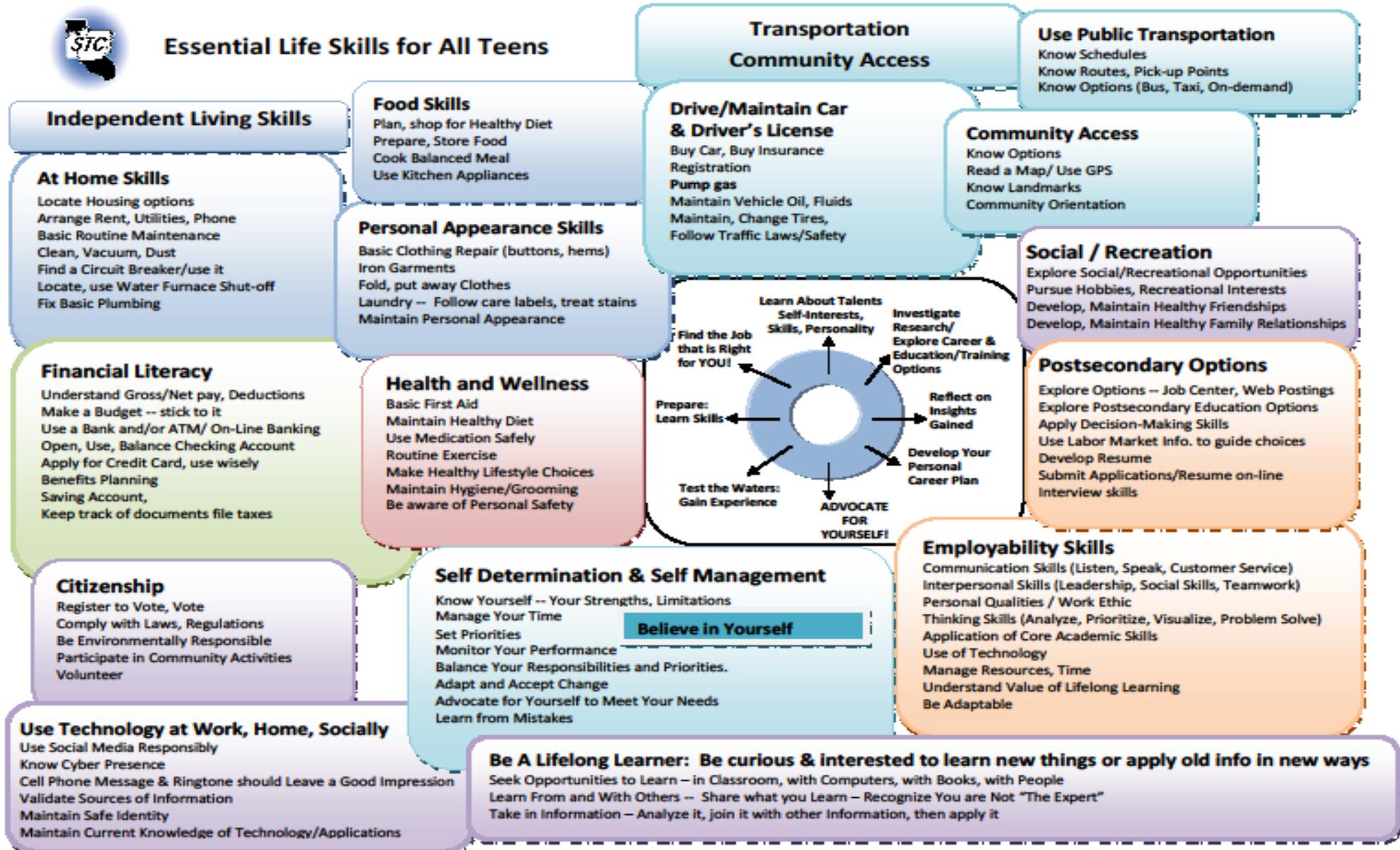
Transition Overview

Individuals with Disabilities Education Act (IDEA) Secondary Transition

- Improve academic and functional achievement to **facilitate movement from school to post-school activities**
- **Based on youth's strengths and interests**
- Includes instruction, related services, **community experience, development of employment**, and other post-school living objectives
- Mandates **the development of a plan that summarizes** skills, strengths, transition readiness, needs.

Requires the IEP to state student post-school goals in Employment, Post-Secondary Education and Training and Independent Living Skills (if needed)

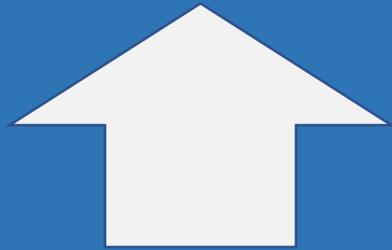
The IEP mandate lists goals in independent living, if needed. What 18 year old doesn't need independent living skills?



The Required Elements of A Transition IEP

The Transition IEP is
like a backward map

The Student's Measurable
Post-Secondary goals



Student Dreams, Goals,
Aspirations Plans
Services, classes,
Instruction

Assessment

Mandates

A statement of student's post-secondary goals in the areas of Employment, Post-secondary education and training and Independent Living.

Assessments

Transition Services that will help the student achieve their goals

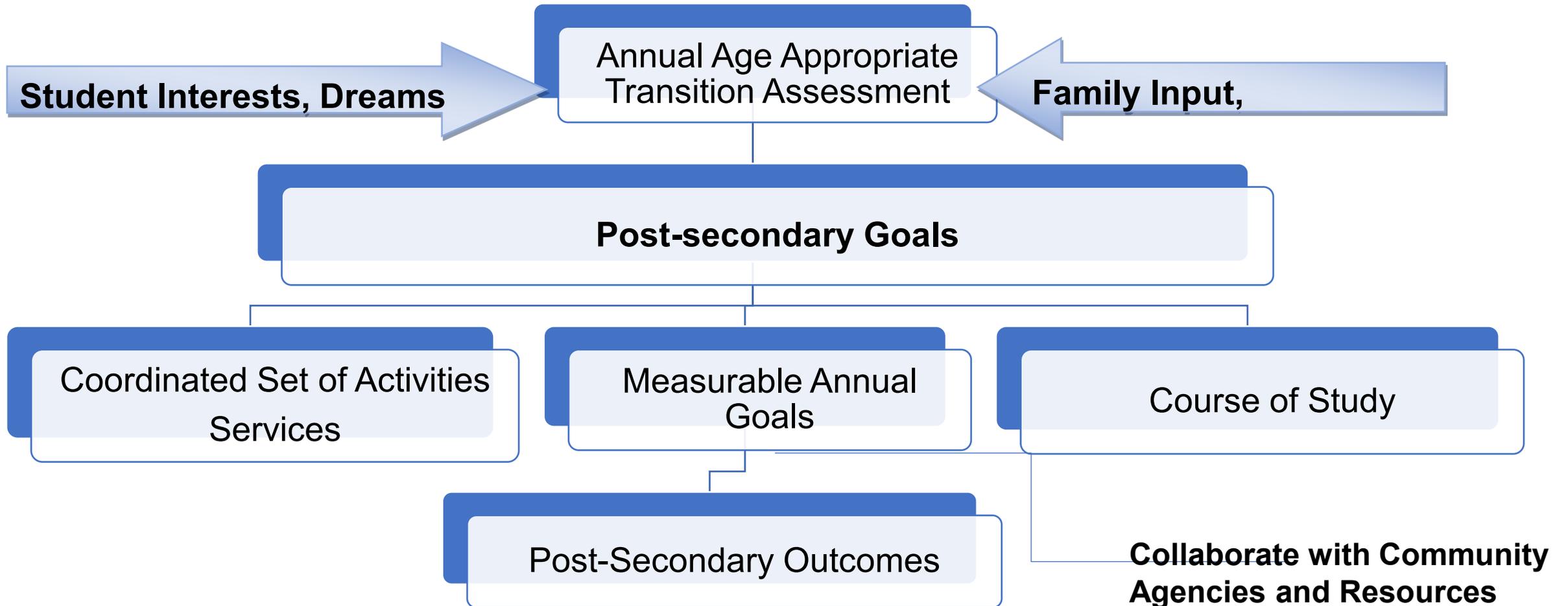
A course of study

Annual Goals

Invitations to Students and Agencies that provide transition support

We are going to explore transition based on the steps in which we create an IEP

Steps to Create an effective IEP Planning starts by age 16



• TEAM MEMBERS & THEIR ROLES

Who is the IEP Team? What Roles do they Play

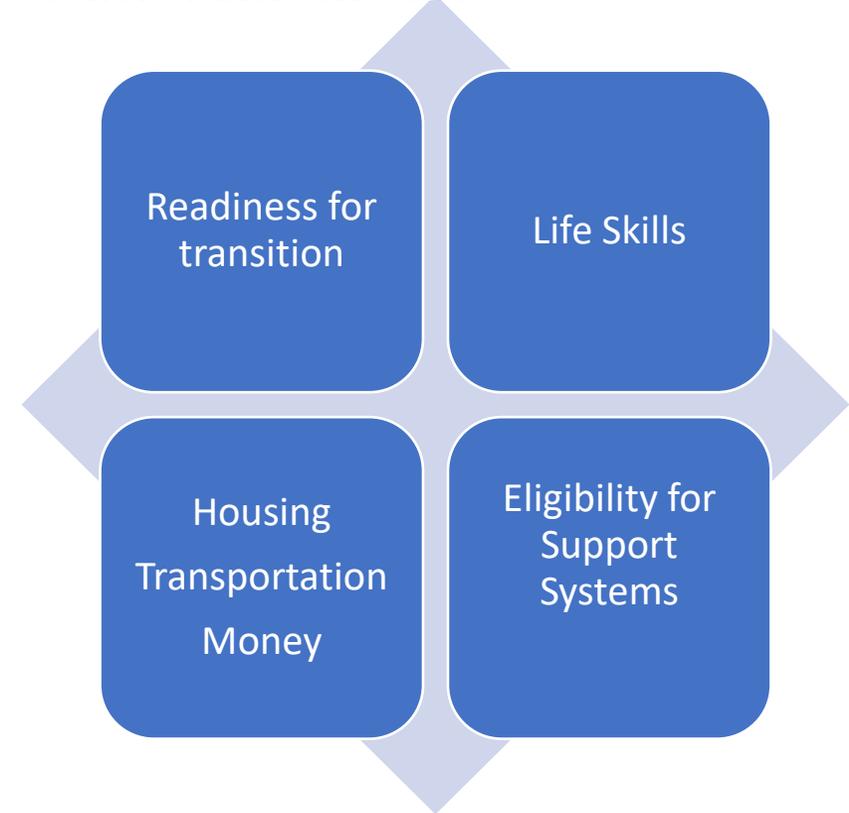
- Student - Share their plans, Advocate for themselves
- Parents - Share knowledge and insights, Advocate for their child
- Other Adult allies may attend
- General Education Teacher
- Special Education Teacher-Case Manager
- Administrator - approve services, plan
- Someone who can interpret assessments
- Transition Agency representative
- Others- job coach, paraprofessionals -----



Transition Assessments



Other Transition Issues

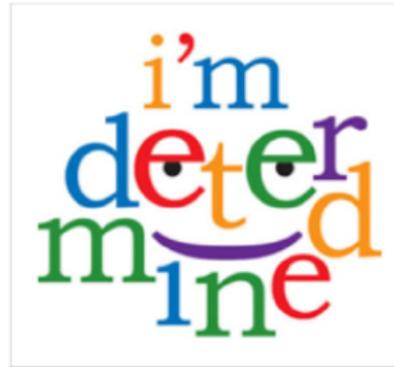


The foundation of Transition in the IEP
Leads to postsecondary goals

Focuses on the Individual and their Strengths, Assets, Talents and Needs

These are samples of resources that are tools that can help develop a person-centered planning approach to

Name:
Address:



Date:

My Strengths

- What do I do well in school?
- What do I do well at home or in my community?
- What do other people say are my strengths?

My Interests

- What do I like to do when I am not in school?
- What activities or organizations do I enjoy participating in?
- What are my hobbies?

My Preferences

- What works for me? What helps me be successful?
- Where do I see myself in the future:
 - Living?
 - Working?



My Needs

- What are the accommodations that help me?
- How can others help me?
- What are some things that are difficult for me?

Preschool PCP

Hudson



Age: 2
Early Intervention

What I am Good At

I am very independent!

I like climbing and being active!

I love to eat!

I am "very" good at cleaning up and helping!

What Works for Me

Structure

Hand Over Hand

Positive Reinforcement



Family Vision Statement

We don't know what career pathway he will choose but, preparing for the future starts now!

Things I Am Working On

Signing

Mimicking sounds

Communication



milk

I Love

Climbing

Animals

Trucks

Family

Outdoors



What Does not Work for Me

Yelling

"No"

Vague commands

To many words

Let's Explore the Role of Parent and Student

The Parent role in the IEP is Advocate and Expert

You know your child the best!

You may need to advocate for an IEP plan that reflects his/her needs.

Communicate high expectations for what your child can do.

Understand and teach youth at an early age they can earn a diploma

Assist your child to understand their disability.

Build skills in youth and support their ability to advocate for appropriate career development opportunity, transition services and social services at meet the strengths, preferences, interests and needs.

Help them understand your expectation is to earn a diploma and employment

16 is way too late to start-
Transition begins before students enter school

What does a student need to know and do to develop their own person-centered plan?

They need to know:

- who they are,
- what skills and talents they possess,
- what their hopes and dreams are,
- what their disability is and how to accommodate themselves, and what career and life path they want to pursue.
- Most students graduate by age 18 or 19. Can we really expect them to have those answers within 2 years?

I believe that age 16 is 15 years too late.

There are four critical skills necessary for all jobs

When do children start to develop these important skills? **Ages Birth-3**

Communication

Collaboration

Critical Thinking

Creativity



Age 2-3

- Put toys and books away
- Put clothes on clothes hooks
- Help set the dinner table
- Put rubbish in the bin
- Put dirty clothes in the washing machine
- Bring folded clothes to the room
- Water the plants



Age 4-5

- Make the bed
- Feed the pets
- Set the table for meals
- Help put away groceries
- Dust furniture
- Clear and clean table after meals
- Help with preparing meals, under supervision
- Hand you wet clothes to be hung out to dry



Age 6-8

- Clean the bathroom sink and wipe down kitchen benches
- Sweep, mop and vacuum floors and carpet
- Rake leaves
- Take out the rubbish
- Help hang out wet clothes
- Fold clean laundry
- Put away crockery and cutlery
- Help with choosing meals and shopping
- Help with meal preparation and serving, under supervision



Age 9-11

- Clean the toilets
- Make a simple meal
- Do the washing
- Take the bins out and bring back from the kerb
- Change light bulbs
- Clean mirrors



Age 12+

- Wash and vacuum the family car
- Mow the lawn
- Iron clothes
- Babysit younger siblings
- Wash windows
- Cook a meal
- Help with grocery shopping





Parent: Build Independence Skills

- Encourage your child to do more for themselves
- Let them take over responsibility for self care and daily activities at home
- Provide opportunities for your child to ask questions and express their needs and opinions to adults
- Let your child take responsibility for making choices
- Encourage your child to advocate for themselves at school or in the community

In Middle School and High School your role shifts to helping the student actively engage in the IEP to develop their plan. You become a back-up, offering support and guidance and mentoring.

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Transition from Cradle to Employment and Adult Life



Begin with the End in Mind: Adulthood

Roles **Powerful Self- Advocate** **Lifelong Learner** **Worker/ Earn Income** **Contributing Citizen** **Responsible Family Member**
 Earn Diploma/Meaningful Certificate Enroll Post-Secondary Education/Training Enter Employment Live Independently Participate in Community

Birth - Pre-School

Pre- K - Grade 3

Middle School

High School

Last Year - Early Adulthood

Youth Leadership Self Advocate

Express wants, needs
Communicate with family, friends
Develop social, interpersonal skills

Express choices, preferences
Develop sense of self respect
Build teamwork skills
Take responsibility for self
Learn about disability, ask for help

Develop a learner profile of assets
Actively participate in IEP
Develop awareness of disability
Explore accommodations
Speak up for what you want, need
Use accessibility features on phone

Communicate strengths, needs
Explain disability to the IEP team
Accommodate self- then seek help
Set goals based on informed choices
Learn about legal rights, laws

Lead your IEP meeting
Take steps to make choices happen
Apply for jobs, postsecondary education and training
Apply for services accommodations

Family Role: Parent, Ally, Life Coach, Mentor, Advocate, Support System

Nurture Encourage development
Read Communicate Listen
Praise accomplishments
Set expectations high
Give Choices
Play, explore interests, solve puzzles

Encourage friendships, social skills
Expect / assign Chores
Encourage interest through hobbies, Recreation, youth organizations
Learn about disabilities
Actively participate in IEPs

Expect positive study habits
Encourage volunteer activities
Develop problem-solving skills
Encourage learning, accepting disability
Support development of career interests

Slowly allow freedom
Encourage use of self -advocacy skills
Travel skills-Navigate the community
Move from child to adult health care
Encourage decision-making skills
Independent living skills-household tasks

Master independent living skills
Driver's License
Mobility plan to access your community
Benefits planning, Financial Literacy
Maintain safe social media presence
Apply for Independent Living services

Learning

School-Based Experiences

Contextual Learning Universal Design Multi-tiered System of Support Differentiated Instruction Accommodations Modifications

Early knowledge, skills
Enrich language skills
Communication, Interpersonal skills
Explore environment
Encourage social competence

Academic Standards
Social-Emotion skills development
Pre-employment soft skills
(communication, attitude, teamwork, problem-solving)

Career Exploration- Research jobs
Research education jobs require
Use Discovery process to identify interests, skills, talents
Service Learning

Academic Standards
Career-Technical Education
Connect to College - Dual Enrollment
Transition/Education/Career Counseling
Transition Assessments / Portfolio

Earn a high school diploma
Use transition portfolio to apply for employment or for DOR services
Apply academic standards and CTE standards to work and education

Career Development Work-Based Learning - Collaboration with Business Partners

Self-Awareness

Career Awareness

Career Exploration

Career Planning

Career Preparation

Employment

Observe people doing jobs
Talk with child about working
Encourage developing skills and interests

College Awareness/ College Fairs
Interest surveys
Industry Tour
Mentors and Role Models
Listen to speakers in classroom

Volunteer
Job Shadow
Interview people who work
Exposure to College and Career options
Provide Career, Education guidance

Career Pathway- Stackable Credentials
Apprenticeships, Internships
Job Search Training -Work Experience
Participate in student organizations
Match career choices to labor market

Earn Stackable Credentials
Apprenticeships, Internships
Make informed career/training choices based on your interests, employment options. Avoid pursuing obsolete jobs.

Interagency Collaboration: America's Job Center, Department of Rehabilitation, Regional Center, Independent Living Center, College/University, Military, Industry Certification On the Job Training
Eligibility Access Local Agreements that define roles, services, contributions, Benefits Planning, Coordinate Wrap-Around Family Services Link to community

CAREER DEVELOPMENT CONTINUUM

Preparing All Youth For Success In College, Career and Life.

Students and young adults are provided a range of career development opportunities across the continuum through partnerships between their school or youth organization and employers and community or governmental organizations. This chart lists all of the activities across the continuum, whether they happen through structured learning in the classroom or workshops, activities in the community or through work-based learning in partnership with employers.



Youth: Learn to Advocate



Take responsibility for your own care and daily activities at home and in school



Identify when you need help and what assistance you need



Learn to express your needs and how to ask for help



Start small and advocate for one thing you need, for example, an extension for an assignment



Keep your message simple and clear, and present facts in a logical order



Practice what you need to say in order to get what you want

Horizon Issues

- High School Diploma
- Start Early- Mandatory Age is by 16- at least 10 years too late
- Opportunity to Learn (Supreme Court Ruling)
- Inclusion: Students are general education students who receive support from special education
- Competitive Integrated Employment

The lack of a diploma is a barrier to employment and post-secondary education

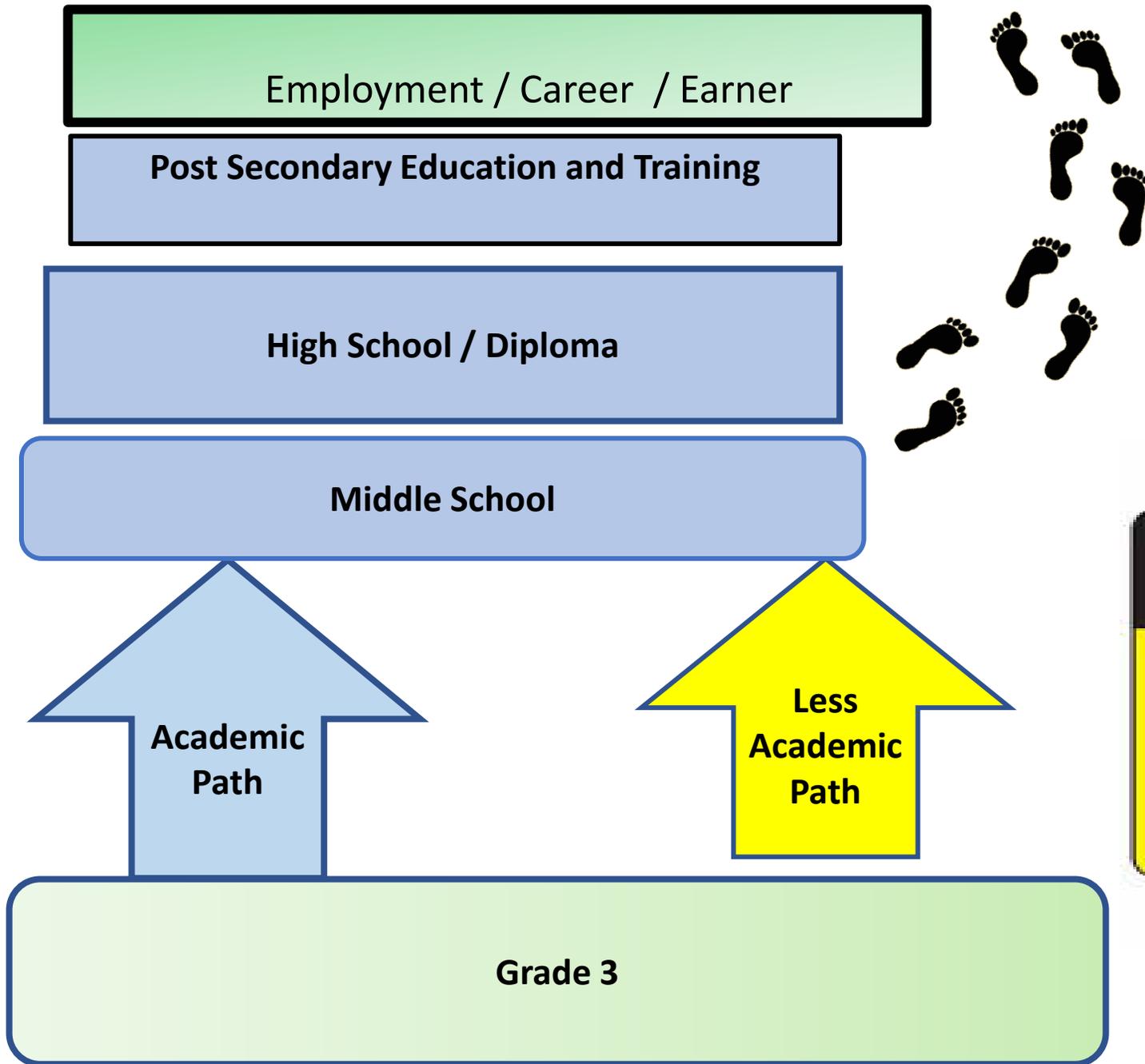
A Diploma is a Ticket!



90% of employers prefer to hire youth with a diploma
30% of jobs are low skilled and susceptible to automation
66% of jobs require a diploma **and** post-secondary education and training.



College and University entry criteria includes a high school diploma. FASFA eligibility requires a high school diploma or a GED type diploma, unless you are a student with significant intellectual disabilities.



WARNING

Students who lack an academic foundation lack the skills required to earn a diploma and struggle to be prepared for postsecondary education and work.

1. A Roadmap to Competitive Employment

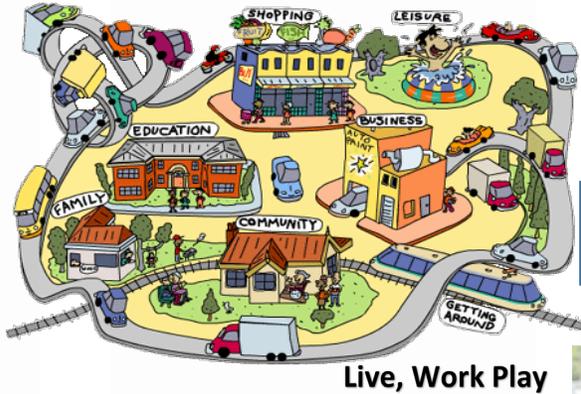


2. Decide **YOU**
Want to Work

3. Find **Allies**- people
who will help you
achieve your goals

3. Discover What
Work Is Best for You

5. Explore
Education and
training options



School
Department of Rehabilitation
Regional Center
America Job Center/One Stop

Choose a career

6. Explore
Employment
opportunities



8. What else do you need?
Housing?
Medical services?
Transportation?
Friends and Recreation

7. Learn who will help
you find and keep a job?

Let's Reflect on our progress

Times and Expectations are Changing

We have moved from (2013)

Creating plans for youth/menus
Silos in school and Agencies
Watered down expectations
Start at 16
Sheltered Work
Certificate of Completion for some
Beg employers for work experience
Figuring out accommodations
K-12 Destination- Diploma
College, University

To (2020)

Person Centered Plans
Inclusion / Collaboration
Opportunity to Learn
Start at Pre-School or before
Employment, Competitive, Integrated
Diploma and College
Industries-Inclusive Workforce
Accessibility built into Technology
Workforce Preparation
PreK-12 College Careers

Time for Q and A

- Busting Myths www.cattransitionalliance.org

