

Transition Planning Meetings: Student Centered, Structured, and Data Driven

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Agenda

1. Welcome/Introductions
2. Norms
3. Inclusion Activity
4. Learning Objectives
5. Defining Transition Planning Meetings (TPMs)
6. Case Study
7. TPM Agendas, Structures, and Norms
8. Making It Student Centered
9. Wrap Up
10. Questions





Norms

Presenters:

- Be timely
- Follow the agenda

Participants and Presenters:

- Hold questions until the end or email with follow-up questions
- Step out if you need to
- Foster a safe and trusting environment
- Assume positive intent
- Maintain perspective and sense of humor

Inclusion Activity

What: Mentimeter Share Out

Why: Reflecting on what our current practices are when we engage in preparing students and families for their post - 22 lives.

How: Use the QR code on the next screen to share a word or phrase to describe how you currently feel about preparing your students for their post-22 lives.



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Focused TPM

Learning Objectives

1. Participants will identify key components of student-centered Transition Planning Meetings.
2. Participants will identify data sources to use during Transition Planning Meetings.
3. Participants will learn how to use IEP Transition Plan Outcomes to structure the Transition Planning Meeting.

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Why Student-Centered, Data Driven Transition Planning Meetings?

What does the research show?



“With only the existing IDEA requirements in place in the U.S., the concern is that too many schools are apparently only inviting youth to the process, resulting in nothing more than token involvement in the planning process. Implications for the U.S. and other countries are clear – **specific processes and procedures should be implemented to ensure that students with disabilities are prepared to fully participate in transition planning meetings and make the transition from school to adult life.**”¹



“Teachers and other service providers (e.g., related service providers; vocational rehabilitation counselors) **continuously collect information about their students.** They ask questions, observe students, and examine students’ work. Mostly, teachers and other service providers process this information to help them make informed decisions, regarding student progress, educational or employment needs, and goal-setting. Systematic data collection is **important and beneficial to answer questions and make informed decisions** (Rowe et al., 2015).”²



“In transition planning, **educators partner with youth and their families** to plan for the futures of students **in a personal way** that is not found in much of the educational system. Educators work with individuals and families on such issues as independent living, community integration, and potential employment plans.”³

¹Johnson, David R.; Thurlow, Martha L.; Wu, Yi-Chen; Qian, Xueqin; Davenport, Ernest; Matthais, Cynthia – Journal of International Special Needs Education, 2022

² National Technical Assistance Center on Transition (2018). Monitoring Student Progress for Transition: A Toolkit for Collecting Student Level Transition-Related Data, D. Rowe, S. Lee, A. Ingram, R. Marable, C. H. Fowler, & S. Kwiatek

³Povenmire-Kirk, Tiana Cadye, et al. “A Journey, Not a Destination: Developing Cultural Competence in Secondary Transition.” *TEACHING Exceptional Children*, vol. 47, no. 6, 8 June 2015, pp. 319–328, <https://doi.org/10.1177/0040059915587679>.

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Defining Transition Planning Meetings (TPMs)

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Transition Planning Meetings, what are they?

Informal small group meeting outside of the IEP meeting

Constantly reviewing and updating outcomes for future planning

Participants may vary: student, parent, case-manager, Transition Specialist, Vocational Coordinator, SLP, OT, DRS representative, community agency, etc.

Discussing funding avenues to support student's programming/support post-22

Support family to obtain resources such as respite, PUNS registration, behavioral supports, etc.

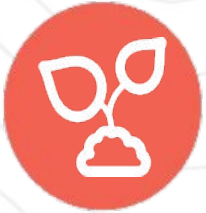
Focused on future plan

Differences at each grade level



Elementary Grades

- Family/Team request - may be a MAPS process or Facilitated IEP
- Time of crisis or need for funding



Junior High & High School level:

- 1-2 meetings per year
- In exploration phase, determining interests of student, dreams of student/family, and discuss how to mesh those ideas to form future dream and build student independence



Transition level:

- 3-4 meetings per year, monthly during last year
- Honing in on what the plan is for post-22, what supports are needed to meet outcomes, training parents to be case managers, making linkages in their communities in all areas
- Building a weekly schedule that includes work, social, and lifelong learning activities.

Case Example

Case Example - Alex

- Attended Deerfield High School and the TrueNorth Transition Program
- Graduated June 2023
- Transition plan outcome goals:
 - Employment: - I will job train or volunteer at a job that involves working with books or music and involves interacting with others.
 - Training: - I will participate in a day program that offers community based experiences and focuses on independent living skills and vocational training.
 - Independent Living: - I will live at home with my parents until a Community Integrated Living Arrangement (CILA) becomes available



Video Interview - Alex and His Parents, Jan and Rob



Team Referenced in Video:

Jon - Case Manager

Megan - SLP

Terri - DRS
Representative

Amy - Transition
Specialist
(HS & Transition)

Vicki - Transition
Specialist (Jr High & early
HS)

Alex's Post School Schedule/Team

- Employment
 - DRS
 - Bureau of Customer and Community Blind Services
 - Avenues to Independence
- Training
 - NWSRA/Clearbrook Pursuit (day program)
- Independent Living
 - Clearbrook
 - Center For Enriched Living

Alex's Schedule							
Day/Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:00 AM							
8:00 AM							
9:00 AM	Church and activities	NWSRA Pursuit		NWSRA Pursuit	NWSRA Pursuit		CEL Sat Social
10:00 AM						Coffee Club with Friends	
11:00 AM							
12:00 PM							
1:00 PM			Therapy				
2:00 PM							
3:00 PM							
4:00 PM							
5:00 PM							
6:00 PM							
7:00 PM	Various evenings hangs out with friends when they are home from college						
8:00 PM							

*Community Alternatives Unlimited and DRS Home Services

**Alex is planning on moving into a Clearbrook CILA within the next 18-24 months.

***Started at Pursuit one day a week in Sept. 2022, added a second day in Spring of 2023.

Contributors to Alex's successful outcomes

Alex attended or his input was included in all meetings.

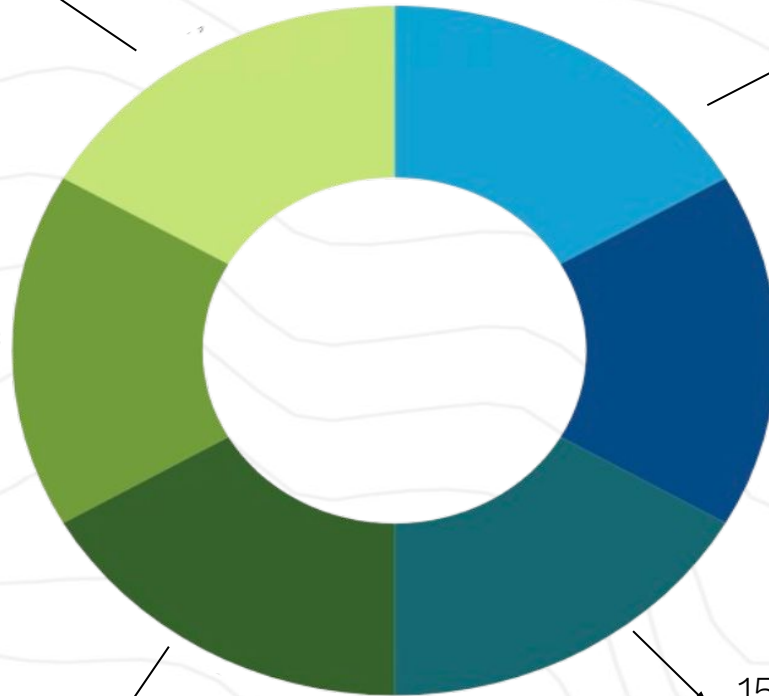
8 transition planning meetings during his final school year (in addition to AR IEP and SOP IEP) - started TPM's in Jr. high.

A representative from an adult vocational agency attending 4 of the meetings. Other adult agency representatives (adult day program) attending the final 2 meetings

DRS step counselor attended all 8 meetings. Vocational coordinator attend 7 meetings.

Related service team members attended (speech -6 meetings, OT 1 meeting)

15 resources shared over the course of the final school year (included agency that provides CILA housing). Many more shared over HS/Trans years



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TPM Agendas, Structures, and Norms

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TPM Structure

- Consistent structure and agenda across all meetings allows for efficient use of time
- All participants know what to expect
- Has shown an increase in student participation, as well as family and other school team member participation

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TPM Norms

Agenda

- Request agenda items from the school team 3-4 days before the meeting
- Draft agenda and a reminder of the meeting is sent out a day beforehand

Teaming

- Create opportunities for relationship building
- Develop personal/team-specific meeting norms that work for you to be shared out at the first (and/or following) TPMs

Notes

- One person takes notes on discussions and action items
- Notes and action items are shared out after the TPM within a couple of days

Components of TPM Notes

- Date and attendees
- Agenda
- Transition plan outcome goals and associated IEP goals
- Assessment/data Information
- Action items, person responsible and timeline for completion

**Student and parent input should be reflected in the notes

Example Notes - Initial Transition Planning Meeting

<u>Initial Transition Planning Meeting Notes</u>		
Student:	Date:	
Meeting Attendees:		
Agenda item	Notes	To do/who
Overview of Transition Plan paperwork and the purpose <input type="checkbox"/>		
Discussion of each outcome (goal) area		
Discussion of linkages		
Wrap up and review any to do items		

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Example Notes -Elementary/Junior High Notes

Date:		Agenda	
Present:			
Notes			
	Action Items (Date: item)	By Whom?	Timeline
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			

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Example Transition Plan Outcome-Focused Notes - High School/Transition

Link to Transition Manual										
IEP Year: 2022-2023	<p>Date/Attendees: 2/3/23 Alex (Student), Jan (Mom), Rob (Dad), Jon (Teacher/Casemanager) Pam (Voc Coordinator), Terri (HS/transition DRS), Tracy (Adult DRS), Anum (Adult DRS), Amy (Transition Specialist)</p> <p>Agenda:</p> <ol style="list-style-type: none"> 1. Check in and review agenda - Amy 2. Employment Outcome <ul style="list-style-type: none"> -Job training update -Pam -DRS update- Terri/Jan/Rob/Amy 3. Education/Training <ul style="list-style-type: none"> -Update on transition activities - Jon -Pursuit update -Alex/Jan/Rob 4. Independent Living <ul style="list-style-type: none"> -Housing update - Jan/Rob 5. Review of transition planning activities (https://www.lakecountytill.gov/563/Ride-Lake-County) - 6. Schedule next meeting <p>Notes</p> <p>Employment: Upon graduating, I (Alex) will job train or volunteer with support in the community or in a day program in an area of interest. I am interested in a job that involves music, books, or art. I would like to work in a setting that will provide ample opportunities to talk to others.</p> <p>Given 1 indirect cue Alex will continue and complete his job tasks in 80% of recorded opportunities.</p> <p>-Pam shared that Alex has been working hard at the DSC filling orders. He's been practicing putting orders in - there are things he can do by himself. Everyone loves him and he makes everyone smile. Filling and delivering orders for Personal Protection Equipment (PPE)- gloves, hand sanitizer and wipes. Pam observed him recently and there are really good visuals that are a size that he can see. There are some items that are too high up or too big and he needs assistance from the job coach. He currently trains on Tuesdays and Fridays from 1-2:30. When there are not enough orders, he will fill orders of office supplies and deliver them. His current level of support is a 1:1 job coach. The job coach holds the bags and brings him around the building. -Alex shared that he likes his job training. -Terri shared that the Bureau of Blind Services (BBS) provides the same services that vocational rehabilitation does, but in addition provides assistance or technology related to vision services. Jan asked about companionship with DRS and BBS. If primary counselor is from BBS, DRS has access to the file. Benefit of companionship would only be if someone from DRS would be working with him for a year and knows him well. Jan stated that it makes sense to move forward with BBS. -Jan and Rob have gone to Curt's Cafe and they noticed a poster about TrueNorth - they are curious -it would be phenomenal if Alex could job train there. Terri explained that we do partnership with Curt's Cafe. Students participate in job training there on Mondays from 9-11 and tasks include wiping tables, baking scones, making coffee, and serving customers. They also roll silverware into the napkins and fill with sugar. Jan and Rob asked if TN staff can think about how Alex can job train there. They feel it's a great environment and Alex would fit in well. Terri will reach out to Sandy and employment specialists to see if they can think it through. Transportation needs to be worked out. Jan and Rob are happy to support the cafe. Assessment Info: Alex TN District Services Center work evaluation (Sept 2022-June 2023)</p> <p>Training: Upon receiving my diploma, I (Alex) will participate in a day program, focusing on community based experiences, independent living and vocational skill training and volunteering with others in the community.</p> <p>Given an indirect cue for the next activity/item on his schedule, Alex will advocate for his needs (get my coat please, open my lunch, can you get my iPad, etc.) on 80% of recorded opportunities given no more than 1 additional indirect cue.</p> <p>-Alex shared that he is cooking and his current recipe is mac and cheese. He is willing to try other options. -Jon shared that he is in contact with Clare to discuss other options that parents sent -Jon shared that Alex goes shopping for ingredients and participates in an out to eat group. -Jan and Rob shared an update on the Pursuit program - he has been attending there on Mons and Thursdays. More recently they have been pairing up with other locations and doing an outing in the community together. In the morning he goes over his calendar for Pursuit and picks the things he wants. He can change his mind. He has goals to work on while he is there, for example, he has to speak in full sentences and advocate for himself. Assessment Info: Alex Data Sheet 2022 Post AR</p> <p>Independent Living: Upon exiting school, I (Alex) will live in the community either through an adult program or another supported living arrangement with other young adults. Until an appropriate living situation is obtained, I will live at home with my family. I will continue to participate in social/rec/and leisure activities of interest at CEL and other organizations</p> <p>When presented with a non-preferred activity or item, Alex will state his disinterest or dislike (e.g. "I don't like") in 80% of recorded opportunities.</p> <p>-Jan and Rob have met with Clearbrook to put Alex on the waiting list for housing. Clearbrook is planning to open three homes in Lincolnshire. Alex is slotted for a room in one of the houses Assessment Info: Alex Data Sheet 2022 Post AR</p>									
Future Planning Items	<table border="1"> <thead> <tr> <th>Action Item:</th> <th>By Whom</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>Explore a job training experience for Alex at Curt's Cafe</td> <td>Pam/Terri</td> <td></td> </tr> <tr> <td>Move forward with services from BBS</td> <td>Terri/Jan/Rob/</td> <td></td> </tr> </tbody> </table>	Action Item:	By Whom	Timeline	Explore a job training experience for Alex at Curt's Cafe	Pam/Terri		Move forward with services from BBS	Terri/Jan/Rob/	
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Explore a job training experience for Alex at Curt's Cafe	Pam/Terri									
Move forward with services from BBS	Terri/Jan/Rob/									

IEP Year: <i>mo/yr-mo/yr</i>	Annual IEP Goal (s)	Date/Attendees: Agenda:	Notes
Employment: <i>insert outcome here</i>		Assessment Info:	
	Education: <i>insert outcome here</i>	Assessment Info:	
		Assessment Info:	
	Training: <i>insert outcome here</i>	Assessment Info:	
Assessment Info:			
Independent Living: <i>insert outcome here</i>	Assessment Info:		
	Assessment Info:		
	Action Item:	By Whom	Timeline

Data Sources



- IEP goal data/progress updates
- Task analysis/independence data for specific skills
- Semester work evaluations
- Behavior data
- Grades/test scores, if applicable
- Level of Supervision documentation
- Anecdotal from those not in attendance

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Making it Student Centered

Making it Student Centered - The Agenda



Tip 1 - Agenda and discussions are ALWAYS centered around the student's specific Transition Plan Outcomes.



Tip 2 - Sending a draft agenda ahead of the meeting allows family and student to be more prepared and be more comfortable to actively participate.

Making it Student Centered - Including the Student



Tip 1 - Ensure the student's schedule allows for them to attend the meeting



Tip 2 - Pre-teaching and preparing student for participation in the meeting, may include visual supports




Tip 3 - Allow student to answer questions ahead of time for a case manager or team member to share in their absence

Example Student Input Worksheets



_____ 's Input for TPM on _____

Work


1. I work at

		
---	--	--

2. At work, I

		
---	---	--

3. My favorite part of my job is

		
---	--	--

_____ 's Input for TPM on _____

Work

- I work at _____
- At work, I _____
- My favorite part of my job is _____

Education/Training

- My favorite part of my schedule at Transition is _____

- I like learning about _____

Independent Living

- At home, I help out with (chores) _____
- I need the most help _____
- My favorite leisure activity is _____
- My favorite after school or weekend activity is _____

Review

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Questions?

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Visit us at:

<https://www.truenorth804.org/our-programs/transition-services>

<https://www.truenorth804.org/our-services/community-resource-and-future-planning-hub>



Click here to view unedited interview (25 minute)

<https://rb.gy/3700yc>