

# TRANSITION PLANNING FOR STUDENTS WITH COMPLEX NEEDS

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# A BIT OF INSPIRATION:

[HTTP://WWW.TEMPLEGRANDIN.COM/](http://www.templegrandin.com/)

**Temple Grandin**

TRANSITION PLANNING IS EVEN MORE IMPORTANT FOR STUDENTS WHO HAVE SEVERE DISABILITIES.

OFTEN, THEY MOVE FROM THE SCHOOL SYSTEM TO HAVING TO GET THEIR NEEDS MET THROUGH SEVERAL SYSTEMS. IT TAKES INTENSE PLANNING TO MAKE EVERYTHING RUN SMOOTHLY. THUS, A WELL THOUGHT OUT AND THOROUGH PLAN IS VERY IMPORTANT.

**Need for Intense Planning**

# EXAMPLE OF THE SYSTEMS THAT MAY BE NECESSARY.

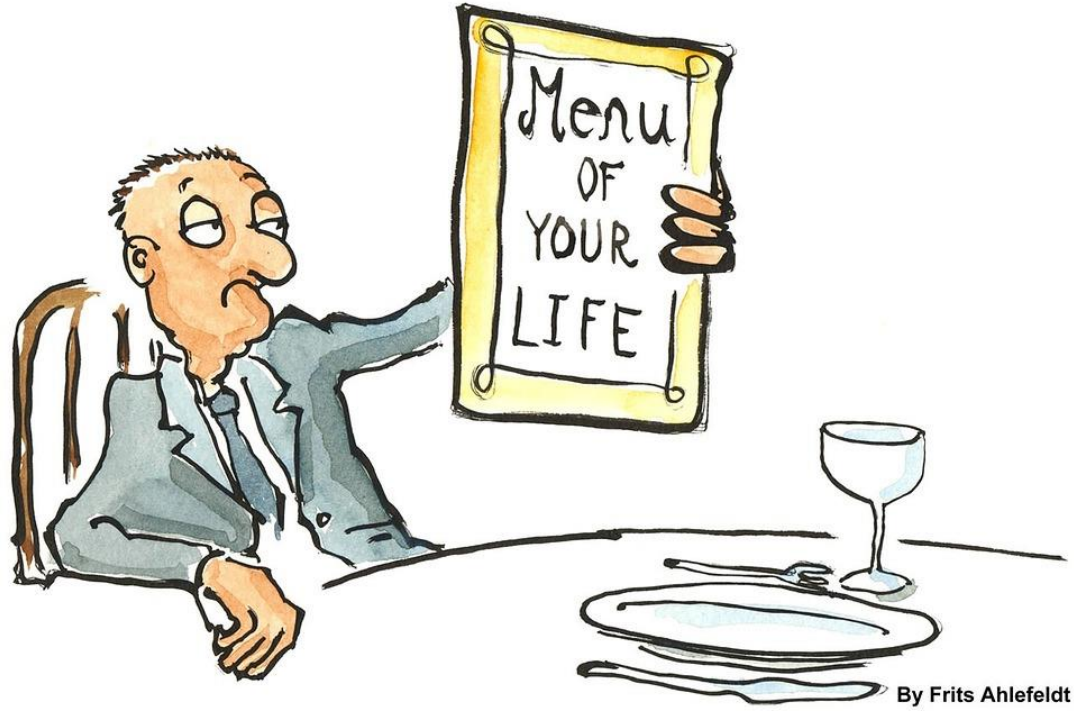
## Special Education



Medical Work/Training Vocational Rehab  
Developmental Disabilities Programs  
Housing Meals Physical Needs Money  
Social Security Shopping Transportation  
Assistive Technology Job Coaching Assistive Living  
Money Management

SO HOW DO WE BEGIN TO ADDRESS THESE NEEDS?

WE NEED TO BEGIN WITH ASSESSMENT.



By Frits Ahlefeldt

WHAT TO DO YOU WANT TO DO WITH YOUR LIFE?

# DESIRED POST-SCHOOL ACTIVITIES:

-FOR STUDENTS WITH SIGNIFICANT COGNITIVE OR COMMUNICATIVE LIMITATIONS, TRY ANSWERING THIS QUESTION THROUGH:

- DRAW A PICTURE OF WHAT YOU WANT TO DO.
- OFFER PICTURE CHOICES OF POSSIBLE CAREER PATHS.
- PROVIDE BROCHURES FOR STUDENT TO SELECT FROM.
- USE ONLINE ASSESSMENTS WITH PICTURES TO HELP THEM TO DETERMINE POST-SCHOOL ACTIVITIES.
- OBSERVE THE STUDENT TO DETERMINE HIS/HER INTERESTS AND THEN OFFER THOSE AREAS AS CHOICES.
- USE OF PECS OR ASSISTIVE TECHNOLOGY TO HELP WITH THIS COMMUNICATION.

# EXAMPLES OF SOME PICTURES CHOICES FOR A STUDENT WHO LOVES SPORTS.

TICKET TAKER



STADIUM ATTENDANT



RANGE PICKER



Pho<https://www.stevecurtin.com/blog/balancing-enforcement-and-accommodation/tos>:  
<http://nobodys-opinion.blogspot.com/2009/10/nobodys-has-e-mail-ticket-taker.htm>  
<http://www.golfandutilityvehicles.co.uk/load-carriers/club-car-carryall-range-picker/>



# EXAMPLES OF PICTURE CHOICES FOR A STUDENT WHO LOVES ANIMALS:

Dog Walker



Kennel Worker



Animal Grooming



Photos:<https://www.petbucket.com/blog/63887/strolling-with-the-pack-6-tips-for-walking-two-or-more-dogs.html>  
<https://moontechk9.wordpress.com/2012/10/15/kennel-life-3cleaning-and-hygiene/>  
<https://tennessee.all.biz/pet-grooming-s34270#.WgSVyWhSziU>

# WHERE DO YOU WANT TO LIVE? CHOICES:

Family?

In an apartment you rent?

With a spouse or Loved one? In your own home?

With a friend?

In a licensed home?

With a group?

With a roommate?

Alone?

# FOR STUDENTS AND FAMILIES WHO CHOOSE TO HAVE CHILD LIVE AT HOME....

This is a placement that many families and students prefer, and many supports can be provided in the home.

Please remind the family and student to also think about alternative plans in the event of a family event or tragedy.

# VIDEO THAT DEMONSTRATES SELF ADVOCACY IN HOUSING CHOICES.

[http://www.rcocdd.com/wp-content/uploads/2014/01/MY\\_GREAT\\_DVD.mp4](http://www.rcocdd.com/wp-content/uploads/2014/01/MY_GREAT_DVD.mp4)

VIDEO JOB PROFILES:



<http://www.jobsmadereal.com/>

This resource provides videos of possible careers and also can filter by personality, education, and salary.

NEED FOR PARENTS TO BE INVOLVED IN TRANSITION PLANNING FOR THIS POPULATION

TRANSITION PLANS SHOULD CONSIDER THE PREFERENCES OF THE STUDENT AS WELL AS THE NEEDS OF THE FAMILY.

FROM STUDY BY KYEONG-HWA, K., & TURNBULL, A

**Include Parents as Partners in Transition Planning.**

# NEED FOR CHOICE AND SELF ADVOCACY.

PRACTICE IN CHOICE-MAKING IS CRITICAL FOR STUDENTS WHO HAVE SEVERE DISABILITIES TO ENABLE THEM TO PARTICIPATE IN DECISION MAKING RELATED TO TRANSITION PLANNING.

START EARLY.

TRANSITION PLANNING FOR STUDENTS WHO HAVE THE MOST NEEDS SHOULD START AT A YOUNGER AGE AS THERE ARE SO MANY THINGS TO CONSIDER, AND THE CONSEQUENCES OF SKILL ACQUISITION AND PLANNING MAKE A LARGE DIFFERENCE.

SOME INFORMATION FROM: PAMELA FIELDS DOCTORAL DISSERTATION - AVAILABLE:

[HTTP://CITSEERX.IST.PSU.EDU/VIEWDOC/DOWNLOAD?DOI=10.1.1.839.6079&REP=REP1&TYPE=PDF](http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.839.6079&rep=rep1&type=pdf)

# WHEN DESIRED POST-SCHOOL GOALS ARE NOT REALISTIC:

- EVERYONE DESERVES THIS CHOICE IN LIFE. DON'T BE A "DREAM DESTROYER."
- FIND A WAY TO MAKE IT POSSIBLE.
- IS THERE SOMETHING SIMILAR THE STUDENT COULD BE TRAINED IN OR TAKE PART IN?
- IS THERE A WAY TO MODIFY OR ACCOMMODATE TO MAKE THIS POSSIBLE?
- IS IT POSSIBLE WITH THE HELP OF A JOB COACH, WITH THE HELP OF SUPPORTED LIVING, OR INDEPENDENT LIVING SERVICES?



THERE ARE MANY SUPPORTS AVAILABLE TO HELP THE STUDENT  
ACHIEVE HIS OR HER DREAMS.

MONTANA DEPARTMENT OF HEALTH AND HUMAN SERVICES- Services for Montanans  
with Disabilities- Voc Rehab, Developmental Disabilities  
Program, ASPIRE, respite for caregivers, SSI, Home and  
Community Based Services, Personal Assistance Programs, Home  
Health Programs

<http://dphhs.mt.gov/Disabilities>

# MORE SUPPORTS:

INDEPENDENT LIVING - MONTANA HAS FOUR CENTERS FOR INDEPENDENT LIVING:

<http://dphhs.mt.gov/detd/independentliving/centers>

-<http://www.liftt.org/> Billings and SE Montana

-<http://www.milp.us/> Helena and SW Montana

-Northcentral Independent Living- [ncils.osborn@bresnan.net](mailto:ncils.osborn@bresnan.net)  
Great Falls and NE MT

-<http://www.summitilc.org/> Missoula and NW Montana

WHAT ARE SOME OTHER AVAILABLE SUPPORTS?

# LET YOUR ASSESSMENT DRIVE TRANSITION & IEP:

MODIFIED ASSESSMENT RESOURCES WHICH USE PICTURES AND VIDEOS:

ENVISION YOUR CAREER. [HTTP://JIST.EMCP.COM/SPECIAL-NEEDS/ENVISION-YOUR-CAREER.HTML](http://jist.emcp.com/special-needs/envision-your-career.html)

PICTURE INTEREST CAREER SURVEY

[HTTP://JIST.EMCP.COM/SPECIAL-NEEDS/PICTURE-INTEREST-CAREER-SURVEY.HTML](http://jist.emcp.com/special-needs/picture-interest-career-survey.html)

MODIFIED ASSESSMENT RESOURCES WHICH USE PICTURES AND VIDEOS.

## AGE-APPROPRIATE TRANSITION ASSESSMENTS (TRAINING, EDUCATION, EMPLOYMENT, & INDEPENDENT LIVING SKILLS).

- Teacher/parent observations can be reported as assessments.
- Parents and teachers can complete assessments using their observations
- Student may be read traditional assessment inventories which are either multiple choice or yes/no. Student can answer these assessments by pushing a button or assistive tech device to indicate his or her answers.
- Read on-line assessments to the student, and have them use a keypad to answer.
- Use Employer and or Job Coach Ratings and Observations
- When reporting assessment results, always include what assessment was used and the date of the assessment. Also be sure to report if any modifications/adaptations were made in standard assessment procedures.

## More Transition Assessment Ideas for Students Who Have Complex Needs.

- CLASSROOM-BASED ASSESSMENT
- GRADES AND GRADUATION INFORMATION
- JOB SKILLS ASSESSMENTS AND EMPLOYABILITY ASSESSMENTS. SPED TEACHERS CAN CHECK MARK THE SKILLS THAT THEY HAVE OBSERVED AND KNOW WHICH FURTHER SKILLS SHOULD BE TAUGHT.
- DAILY LIVING ASSESSMENTS
- ASSISTIVE TECHNOLOGY AND O.T. EVALUATIONS
- INDEPENDENT LIVING AND DAILY LIVING ASSESSMENTS

# POST-SECONDARY GOAL WRITING.

- MUST HAVE A GOAL FOR BOTH EDUCATION/TRAINING AND EMPLOYMENT, AND IF APPROPRIATE FOR INDEPENDENT LIVING.
- POSTSECONDARY GOALS ARE WRITTEN FOR AFTER GRADUATION (NOT PRESENT TIME).
- POSTSECONDARY GOALS ARE MEASUREABLE.
- THESE POSTSECONDARY GOALS ALSO MUST BE UPDATED ANNUALLY.

MEASURABLE POSTSECONDARY GOAL(S) - EDUCATION OR TRAINING:

- WITHIN THREE MONTHS OF HIGH SCHOOL GRADUATION, MIGUEL WILL COMPLETE ON-THE-JOB TRAINING WITH HELENA INDUSTRIES.

- MEASURABLE POSTSECONDARY GOALS(S) - EMPLOYMENT:

- WITHIN ONE MONTH OF HIGH SCHOOL GRADUATION, MIGUEL WILL WORK AT HELENA INDUSTRIES

MEASURABLE POSTSECONDARY GOALS(S) - INDEPENDENT LIVING SKILLS (IF APPROPRIATE)

- WITHIN ONE YEAR OF GRADUATION, MIGUEL WILL BE LIVING IN AN APARTMENT WITH A FRIEND RECEIVING SOME SUPPORTED LIVING SERVICES.

## EXAMPLES OF POST-SECONDARY GOALS



## MORE EXAMPLES OF POSTSECONDARY GOALS:

- EDUCATION OR TRAINING- Within 6 months of high school graduation, Addi will take part in a floral design or plant care class.
- EMPLOYMENT- Within one year of high school graduation, Addi will work at a plant nursery or floral shop with the support of a Job coach for the first three months.
- INDEPENDENT LIVING SKILLS (IF APPROPRIATE)- Within one year of high school graduation, Addi will independently access public transportation to go to and from her job.

# OUTCOMES OF THESE ASSESSMENTS SHOULD DRIVE THE IEP.

WHAT SKILLS WILL NEED TO BE TAUGHT TO HELP THE STUDENT MEET HIS OR HER POST-SECONDARY GOALS?

1. FIRST ADDRESS THIS IN THE STATEMENT OF TRANSITION SERVICES NEEDED.
2. CONNECT NEEDED TRANSITION SERVICES TO IEP GOALS.

WHAT SKILLS SHOULD BE TAUGHT IN SPECIAL EDUCATION TO HELP THE STUDENT ACHIEVE HIS OR HER POSTSECONDARY GOALS?

# CONNECTING NEEDED TRANSITION SERVICES TO IEP GOALS.

MATH GOALS- MAY INCLUDE SUCH THINGS AS- MONEY MANAGEMENT, BUDGETING, TIME CARDS, PAYING BILLS, BANK ACCOUNTS.  
MEASUREMENT, MONEY COUNTING, SHOPPING LISTS, HOW MUCH DO ITEMS COST?

READING GOALS- MAY INCLUDE- UNDERSTANDING COMMUNITY/SAFETY SIGNS, READING INFORMATIONAL MATERIALS-COOKING/BAKING,  
COMMUNITY SERVICES, PUBLIC TRANSPORTATION, READING NEWSPAPERS AND ADVERTISEMENTS, HOW-TO BOOKS AND MAGAZINES

WRITING GOALS- MAY INCLUDE- MAKING A RESUME, COMPLETING JOB APPLICATIONS, COMPLETING FORMS

SOCIAL/EMOTIONAL/BEHAVIORAL- CONSIDER SOCIAL/EMOTIONAL/BEHAVIORAL GOALS THAT WILL HELP THE STUDENT TO BE SUCCESSFUL ON THE  
JOB OR IN INDEPENDENT LIVING.

COMMUNICATION- DOES THE STUDENT NEED INCREASED COMMUNICATION SKILLS TO BE SUCCESSFUL IN A WORK ENVIRONMENT?

# SPECIAL EDUCATION AND RELATED SERVICE AREAS THAT ARE PERFECTLY MADE FOR TRANSITION IEP'S.

YOU MAY NEED TO CONSIDER GOALS AND SERVICES IN THE FOLLOWING:

- CAREER/VOCATIONAL
- SELF HELP/INDEPENDENCE
- TRANSITION
- TRAVEL TRAINING
- COMMUNICATION
- ASSISTIVE TECHNOLOGY

STUDENTS WHO HAVE THE MOST CHALLENGES, MAY BENEFIT FROM CUSTOMIZED EMPLOYMENT.

A GREAT SOURCE FOR THIS INFORMATION IS ELLEN CONDON- UMT- RURAL INSTITUTE.

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=OBHJFK08CWQ&FEATURE=Youtu.be](https://www.youtube.com/watch?v=OBHJFK08CWQ&FEATURE=Youtu.be)

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=KN9V34EN5JO&FEATURE=Youtu.be](https://www.youtube.com/watch?v=KN9V34EN5JO&FEATURE=Youtu.be)

# SOME RESOURCES:

## OPI- SPECIAL EDUCATION IN MONTANA GUIDANCE

<http://opi.mt.gov/Portals/182/Page%20Files/Special%20Education/Guides/One%20guide%20Update%209-6-17.pdf?ver=2017-09-11-142832-737>

## MONTANA DEPARTMENT OF HEALTH AND HUMAN SERVICES- SERVICES FOR MONTANANS WITH DISABILITIES

<http://dphhs.mt.gov/Disabilities>

# QUESTIONS?

Please feel free to contact me at: [deannbps@bigskycoop.org](mailto:deannbps@bigskycoop.org)