



Welcome!



Transition Planning

Michigan Special Education Law *mandates* transition planning at what age?

a) age 12

b) age 14

c) age 16

d) age 26



Transition

Transition is intended to

- *improve overall achievement*
- *facilitate post - school activities.*

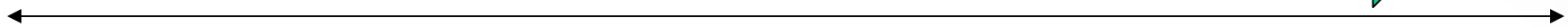
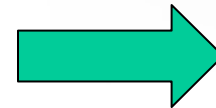
Transition Tools



EDP

PC

IEP



Process



Transition

Transition is a 5 step process based on:
needs, strengths, preferences,
and *interests.*

5-Steps



- Vision
- Present Level
- Course of Study
- Transition Services
- Measurable Goals & Objectives



Transition

The transition process includes:

- Instruction
- Related services
- Community experiences
- Employment
- Adult living activities
- Functional vocational evaluation

A group of seven business professionals, four men and three women, are standing in a circle on a white surface. They are all holding hands, suggesting a team or a group in transition. They are dressed in professional attire, including suits and blouses. The background is a plain white wall.

Transition

First things first!



What is your student's post-high VISION?

- Employment and career
- Further education
- Adult living



Consider then.....

General Education course of study
leading to a diploma

or

General Education course of study
leading to a certificate of completion



Michigan Merit Curriculum or Personal Curriculum?



Michigan Merit Curriculum Quick Overview

2011 Requirements (for 2007 freshman)

Minimum Course/Content Expectations:

- 4 English Language Arts credits
- 4 Mathematics (1 in senior year) credits
- 3 Science credits
- 3 Social Studies credits
- 1 Physical Education/Health credit
- 1 Visual, Performing, and Applied Arts credit
- On-line course/experience



2016 Additional Requirements (beginning with 2007 4th grade class)

2 credits/experience in Languages,
other than English

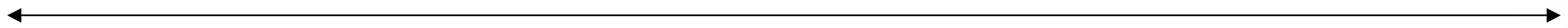
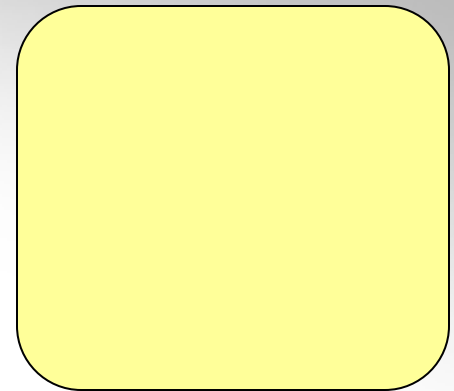
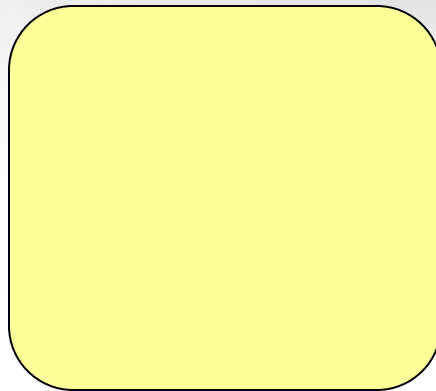


Complete information on the MMC and
Personal Curriculum can be found at
www.michigan.gov/highschool

Also, check your district website!



The process....



Process



EDP Timeline

7th Grade / Opportunity for All students

- Transition considerations for students 13 years and older

8th Grade

- Personal Information
- Choose Career Pathway
- Short / Long term goals
- 9th grade course selection

9th Grade

- **ACT EXPLORE** Assessment
- Matchmaker Interest Assessment
- Update Career Pathway
- Explore careers
- 10th grade course selection

10th Grade

- **ACT PLAN** Assessment
- Explore careers
- Modify goals
- 11th grade course selection

11th Grade

- Complete Career Selector
- Review goals / pathway
- Complete post-secondary plan
- 12th grade course selection

12th Grade

- Review / modify goals
- Update post-secondary plan
- Prepare for graduation



Recommended EDP Elements...

- Personal Data
- Career Goals
- Educational/Training Goals
- Career Assessment Highlights
- Course Selection / Plan of Action
- Parent Endorsement / Consultation



Here's how you use it...

- Building your student's class schedule
- Transition planning
- Work based learning experiences
- Referrals to other learning opportunities, like Career Focused Education



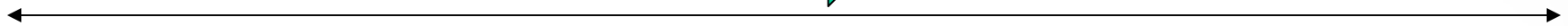
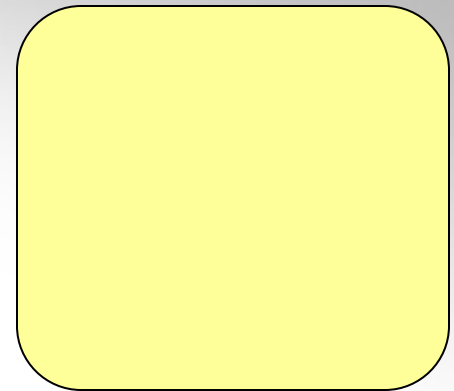
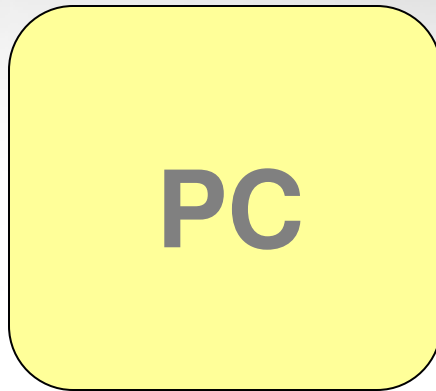
Did you know.....?

**Each district has a
Career Development Coordinator to
assist students in developing
Educational Development Plans!**

Do you know who that person is?



Next in the process is PC



Process



The use of a Personal Curriculum modification is allowed by state statute for only four reasons (PA 123 & 124, PA 623, PA 141):

- A student wishes to modify the mathematics requirements;
- A student wishes to go beyond the academic credit requirements by adding more math, science, English language arts or world language credits;
- A student with an IEP needs to modify the credit requirements based on his or her disability
- A student that transfers to a district from out of state or from a nonpublic school



A Personal Curriculum is a process used to:

‘modify specific content expectations based on the individual learning needs of a student. It is designed to serve any student at both ends of the continuum – a student that needs to accelerate or modify the learning environment to succeed with the Michigan Merit Curriculum’.



PC can only be requested by the:

- Parent
- Legal guardian
- Emancipated student



PC Determines

- **Content and Credits** – measurable goals, method of evaluation
 - **Quarterly Meetings to Monitor** – w/ parent/legal guardian and each teacher of modified curriculum area to monitor student's progress

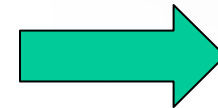
Then you find support in the IEP



EDP

PC

IEP



Process



PLAAFP

Present
Level of
Academic
Achievement &
Functional
Performance





The PLAAFP Statement explains...

...how the student's academic and functional needs affect their ability to access and perform in the general education curriculum.



STRENGTHS

Examples

- **Hard working**
- **Dedicated**
- **Good sense of humor**
- **Gets along well with peers**

A group of seven business professionals, including men and women in suits, are standing in a circle on a light-colored floor, holding hands. They are looking towards the center of the circle. The background is a plain, light-colored wall.

Academic Achievement

Based on academic assessment tools:

- Identify deficit areas / academic needs
- Reading: fluency skills
comprehension, basic reading skills
- Math: calculations, problem solving



Formal & Informal Assessments

- Benchmarks & curriculum-based measurements
- IEP Progress monitoring
- Observation
- Classroom performance data



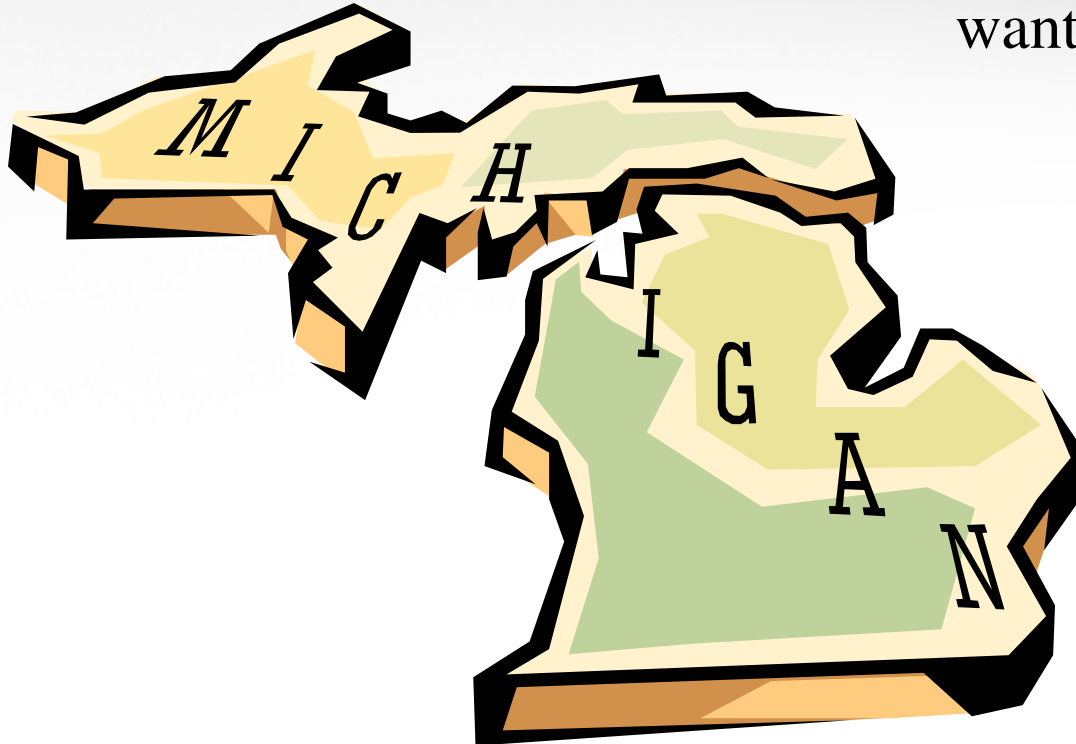
Assessments ...continued

- Behavior rating scale
- Work-based learning reports
- Report card and progress reports
- School attendance



Transition Page of the IEP

Where does the student want to go?





Did you know.....

...each district as a Transition Coordinator to assist your student with transition planning?

Do you know who that person is?



VISION

must be post-high school

Includes:

- Employment and career
- Further education
- Adult living



Post-Secondary Vision Examples

- 2-year college, 4-year university, technical college, adult education, continuing education
- ***Employment or career*** (competitive, supported or sheltered), un-paid, non-employment
- ***Training*** in specific job or career field, i.e. apprenticeship, military, Job Corps, etc.
- ***Independent living skills***, i.e. adult daily living, social/recreational/community activities, transportation, banking



PREFERENCES

**When given a choice,
what would the
student select?**



PREFERENCE

Examples

- **Indoor / outdoor**
- **With people / alone**
- **Morning person?**
- **Hands-on tasks / book or academic**



INTERESTS

**What does the
student like?**



INTERESTS

Examples

- **Hobbies**
- **Specific study areas**
- **Special skills**
- **Activities, clubs**
- **Careers**



Transition Profile

- Work Experiences
- Life Activities & Experiences
- Domestic Skills
- Community Skills & Hobbies
- Learning Characteristics
- Community Connections



Formal Agency Partners

- Oakland County Community Mental Health
 - Community Living Services
 - Macomb Oakland Regional Center
 - Easter Seals
- Michigan Rehabilitation Services
- Secretary of State (ID/License)
- Social Security



Informal Agency Partners

Where do you typically connect in your community?

- Parks & Recreation
- Places of Worship
- Volunteering
- Organizations



Exposure to Everyday Life Skills

- Gas station
- Bank
- Grocery, Retail
- The Mall
- Library
- High School Events



NEEDS

**What does the student need
to be successful in...**

- General education curriculum
- In achieving post-school vision



Accommodations & Learning Strategies

- ✓ Highlighters
- ✓ Use of calculators
- ✓ LARGE print
- ✓ Books on tape
- ✓ Screen readers
- ✓ Notes, outlines and instructions
- ✓ Peer tutor
- ✓ Extended time



Accommodations & Learning Strategies

- ✓ Online classes
- ✓ Chunking of Assignments
- ✓ Computer to complete class work and assignments
- ✓ Other



We need to link...

Vision

&

Present Level



Linking to ...

Course of
Study

**Transition
Services**

Goals & Objectives



Linking to ...

Focus is on accessing the general education curriculum with special education supports

Includes:

- College prep classes
- Vocational
- Work-based learning
- Community-based education
- Career Pathways & *Educational Development Plan*

Course of
Study



Based on the Needs identified in PLAAFP

1 Goal

2 Short term objectives

- Evaluation
- Criterion
- Schedule

**Measurable Goals
& Objectives**



Linking to ...

Focus is on the *next step* for the student

Examples:

- Drivers ed information
- Summary of Performance
- Linking to agencies
- Exploring careers
- School and community clubs, activities, sports

**Transition
Services**



Thank You!

Michelle Quarton,
Secondary Special Education Consultant