

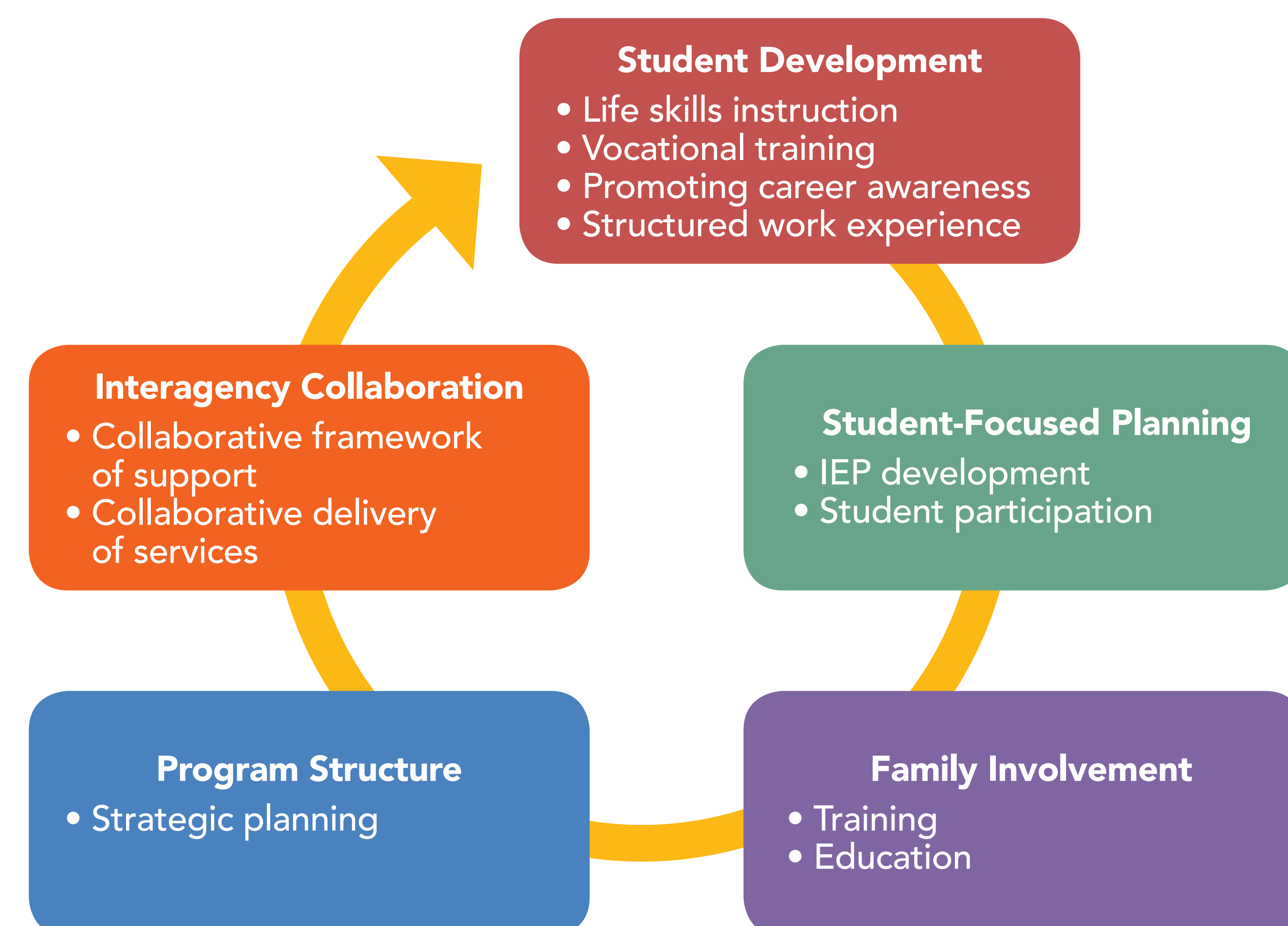
Effective Transition Services to Promote Successful Outcomes in Post-School Placements

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Statement of Problem

- According to the U.S. Department of Education, 402,038 students with disabilities transitioned to post-school placements in 2010-2011.
- In Maryland, 11,088 students with disabilities exited the public school system in 2012-2013.
- Due to rigorous state curricula, high stakes testing, and other graduation requirements, there is minimal time left in the school day to provide adequate transition services.
- The issue becomes how to properly prepare students for post-school opportunities and ensure that best practices for transition planning are being implemented in the school system.
- The effectiveness of transition services must be addressed, because students with disabilities experience unemployment, lower pay, and job dissatisfaction at a higher rate compared to their nondisabled peers.

Best Practices for Transition Planning to Address Problem¹



Focus of the Transition IEP and Curriculum

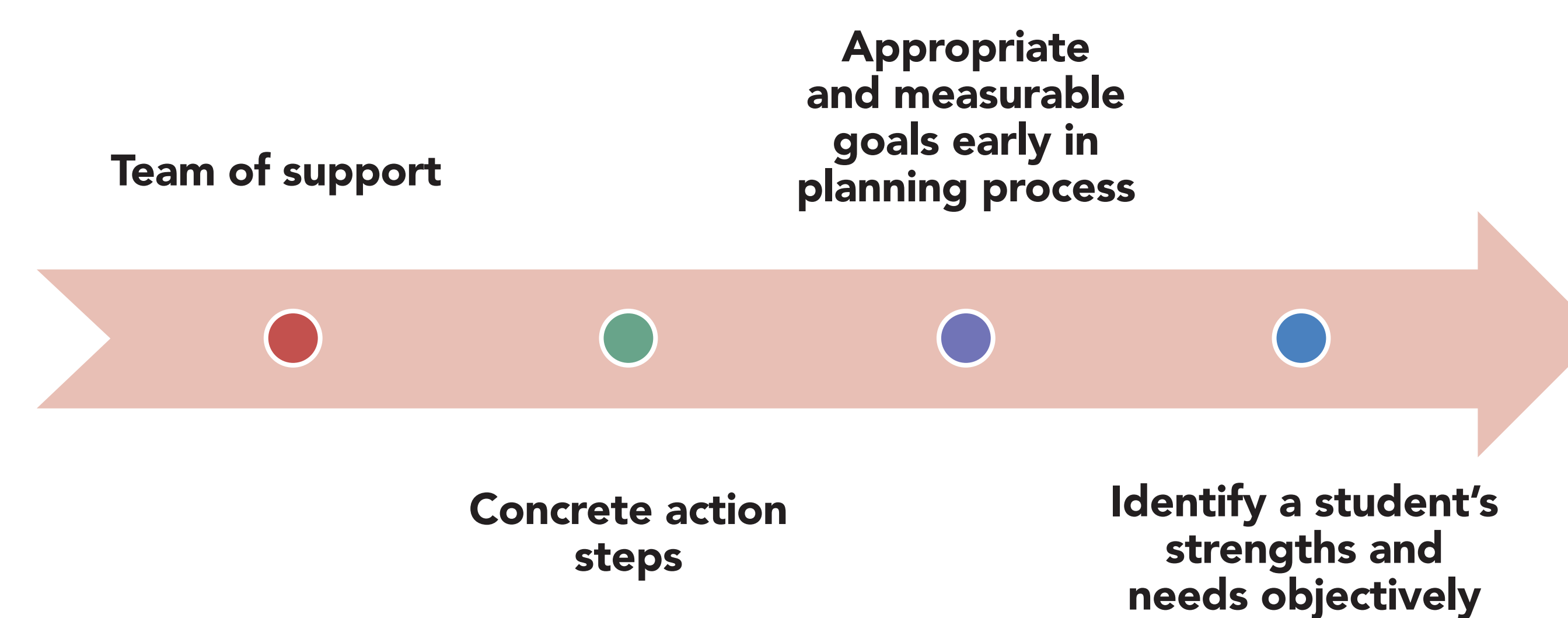
- Functional skills for activities of adult living
- Skills valued by employers
- Life skills instruction
- Community-based instruction
- Vocational training
- Inclusion in general education classrooms
- Work experiences

¹ Paula D. Kohler, *Taxonomy for Transition Programming* (1996).

References

- 34 C.F.R. § 300.305(e)(3).
 Daniel E. Steere et al., *Growing Up: Transition to Adult Life for Students with Disabilities* 191-258 (2007).
 Illinois State Board of Education: Individuals with Disabilities Education Act Summary of Performance Supporting Students' Post-School Success (2012), <http://www.isbe.state.il.us/spec-ed/ppf/summary-of-performance0512.pdf>

Adequate Transition Planning



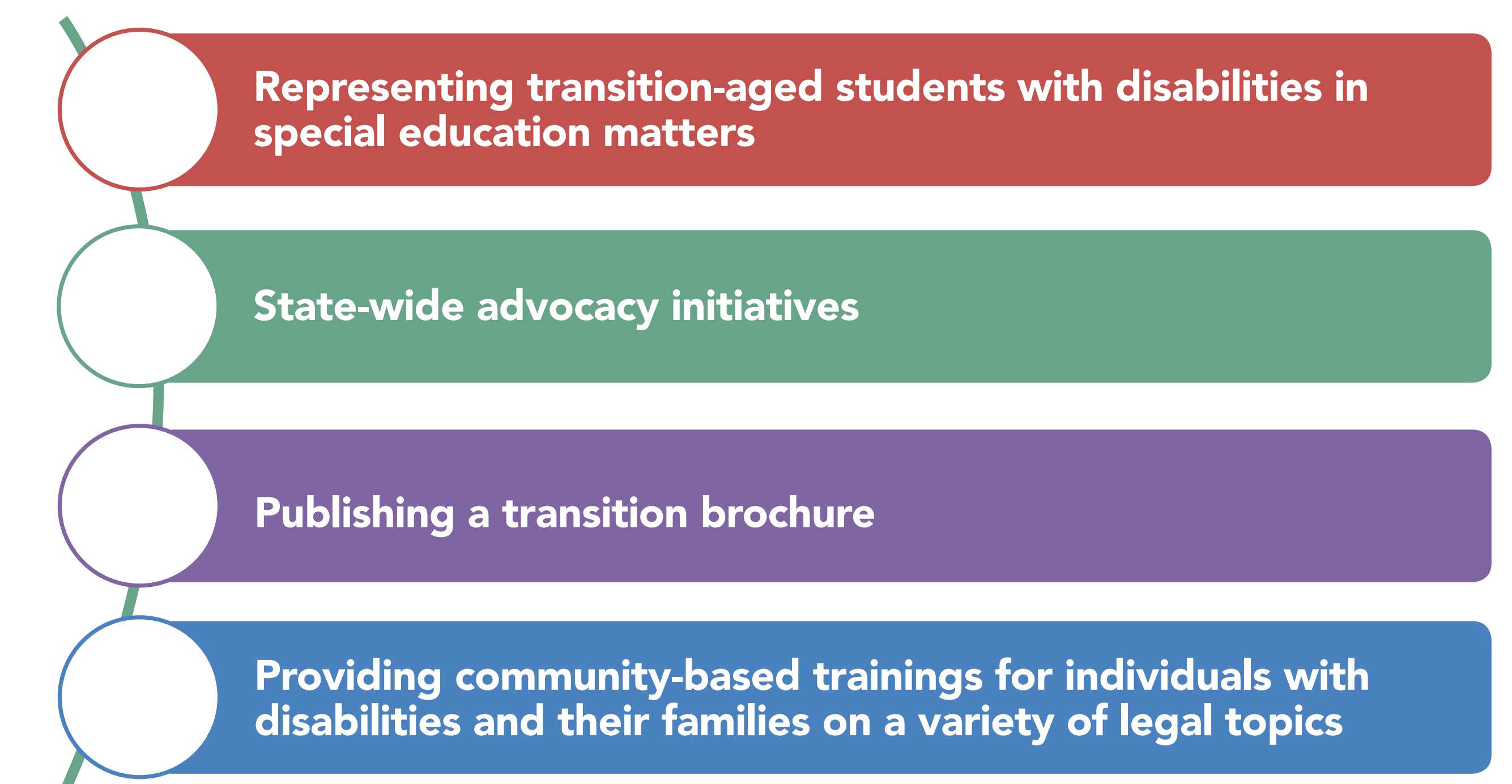
Parent Engagement and Education

- Information about the transition process and resources prior to the student turning 16.
- Understand the impact of the disability.
- Be informed about their rights and responsibilities.
- Understand how to access services.
- Be acquainted with individualized planning tools.
- Information about the importance of encouraging and reinforcing the development of skills required for daily activities of adult living, such as
 - Planning and preparing meals;
 - Self-care, hygiene, and cleaning;
 - Finances;
 - Telephone and email use;
 - Leisure activities and safety procedures;
 - Time management;
 - Self-advocacy;
 - Chores, which are one of the greatest indicators of developing adequate self-care skills; and
 - Learning how to access public transportation systems safely and effectively.

Summary

- Despite the federal mandate under the Individuals with Disabilities Education Act, many students with disabilities are not receiving adequate transition services to be successful in post-school placements.
- A gap in post-school outcomes remains between students with disabilities and their nondisabled peers.
- Negative outcomes in post-school placements increase the likelihood of negative health and social outcomes.
- Tailoring plans and options for a student's future and capitalizing on their strengths provides hope for the future, and may decrease the number of students with disabilities who drop out of high school or are unemployed following their secondary education.
- Effective transition planning is a critical step in promoting successful outcomes in post-school placements.

What the Maryland Center for Developmental Disabilities at Kennedy Krieger Institute is Doing to Address the Problem



What the Maryland State Department of Education is Doing to Address the Problem

- Creating a technical assistance bulletin to provide guidance regarding transition services to local educational agencies (LEAs);
- Creating the Healthy Transition Initiative, which provides services and resources to youth and families to promote a positive quality of life, including satisfactory housing, adequate income, and healthy social interaction;
- Piloting a secondary digital portfolio program in four Maryland counties;
- Providing training for schools on the secondary transition data process, which is used to track previous interventions and progress for individuals and aggregate data to evaluate effectiveness of interventions for school districts;
- Requiring a Maryland summary of performance, beginning at age 14, at the end of each academic year;
- Adopting the stance that a free appropriate public education is the most important need, and LEAs should consider whether the student would benefit from having five or six years to complete high school without concern about penalties due to graduation rates;
- Providing meaningful work experiences for students;
- Assisting with educational goals and career development;
- Providing assistance with applying for college or vocational school; and
- Facilitating connections with additional supports and providing information on a wide variety of public benefits.

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Maryland Center for Developmental Disabilities
 at Kennedy Krieger Institute
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For more information, visit our website
 at **MCDD.KennedyKrieger.org**.

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 Maryland State Department of Education: Maryland Special Education/Early Intervention Services Census Data & Related Tables, October 25, 2013, msde.maryland.gov/MSDE/divisions/planning/resultstest/doc/20132014student/sped13.pdf
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