

A green chalkboard with two pieces of pink chalk and some faint white chalk markings. The chalkboard is the background for the text.

Year to Year Transitions

Planning for Success



Discussion Points

- *What Can We Do In May?*
- *Student Information Notebook*
- *MAPS*
- *COACH*
- *4 Things Worth Doing*
- *Activity and Planning Matrix*
- *Curricular Adaptation Plan*
- *Parents Strategies for Success*
- *Strategies for Schools*



What Can We Do In May ?

Make the most of the final weeks of school.

- *Help your child stay motivated about school.*
- *Know what the next grade will bring.*
- *Ask about subjects, and changes in focus.*

If the next year will mean a change in schools – take advantage of orientation sessions



What Can We Do In Summer?

Summer Activities and Opportunities for Learning.

- *Let your Kids be Kids.*
- *Continue reading through the summer.*
- *Plan family activities that are fun, interactive and educational.*
- *Develop writing skills by writing or emailing pen pals.*



What Can We Do?

Student Information Notebook

- *Positive Student Profile or PCP*
- *IEP at a Glance*
- *Tasks for Teacher Assistants*
- *Tips on Interactions and Relationships*
- *Tips on Communicating with the Student*
- *Tips on How To Help My Child Be Comfortable.*
- *Tips on How to Include My Child in Class*

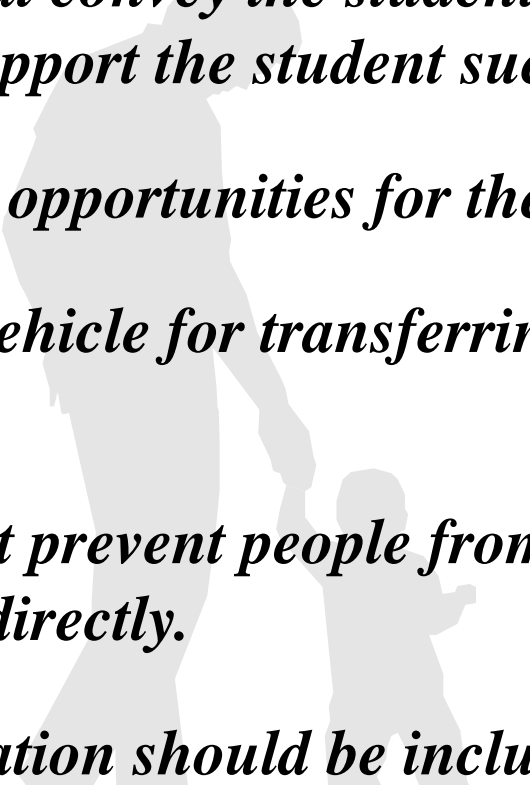


- **Student Information Notebooks**

- *Priorities for Learning Family Perspective*
- *Curricular Adaptation Plan*
- *Behavior Support Plan*
- *MAPS Process*
- *COACH*
- *Special Instructions- Adaptive Equipment, Special Health Needs, etc.*



• Things to Remember as You Prepare the Notebook

- Put in only things that convey the student's strengths and ways to support the student successfully.*
 - Nothing should limit opportunities for the student.*
 - This is not the only vehicle for transferring information.*
 - Information must not prevent people from getting to know student directly.*
 - Only current information should be included.*
- 



MAPS

Magill Action Planning System

- ***Definition*** - A planning tool for the IEP, or transition stages, that includes the student, parents, family members, professionals, peers and friends that:
 - *Looks at the student's present and future needs.*
 - *Focuses on strength, capabilities and the acknowledged 'needs'*
 - *Shares future vision for the student*



MAPS

- **Purpose:** *To problem solve particular challenges for the student;*

When To Use: *As part of the regular, ongoing planning for the student*

Key Participants: *Facilitator, recorder, student, student's parents and siblings, classroom teachers (regular & special education), other school professionals, other members of student's family and friends and one who cares about the student*



COACH

- *Choosing Options and Accommodations for Children*
- *Is an assessment and planning tool, for all ages and disabilities, designed to identify the content of a student's education program for implementation in general education setting and coordinated activities.*
- *This tool is used as one part of an overall approach to planning a program or a transition*



The COACH Approach

Facilitator, Parents and Student

- **Step One:** *A Family Prioritization Interview- the only participants are a team member as a facilitator, and the parent(s) and/or student who determine family centered learning priorities.*
- **Step Two:** *Then, the school team, including parents, works to translate the interview results into annual goals, short-term objectives and learning outcomes through completing other planning components of the process.*
- **Step Three:** *The team considers activities occurring across many environments and looks at how skills are applied to outcomes for the student, and how those outcomes may contribute to pursuing life outcomes*

When to Use MAPS & COACH



- *When developing a support plan for a newly included student*
- *At transition points for student*
- *To problem solve particular challenges for the student.*
- *Prior to annual or other important meetings*
- *As part of the regular, ongoing planning for the student*





Long Term Planning

4 Things Worth Doing Worksheet

Hope and Dream for the Future

- 1. Identify and focus on your Dream*
- 2. What resources are critical to working on the dream?*
- 3. Identify the people who need to understand the dream.*
- 4. Identify the places in which the dream makes sense.*



Long Term Planning

Four Things Worth Doing

*This general worksheet is designed to define dreams for the student. By focusing on these dreams we are better able to identify **resources, people and place** to help make the dream a reality.*

The worksheet can be completed by the parents or the student in an individual or group setting. In a brainstorming or pre-IEP planning session.

This documentation is useful for new teachers and staff and deciding on a ‘course of study’ for High School transition plans.

Activity Matrix

A photograph of a green chalkboard. Two pieces of pink chalk are lying on the board. There are some faint white chalk markings on the board, including a large 'V' shape and some curved lines. The background is a soft, out-of-focus green.



•The Planning Matrix

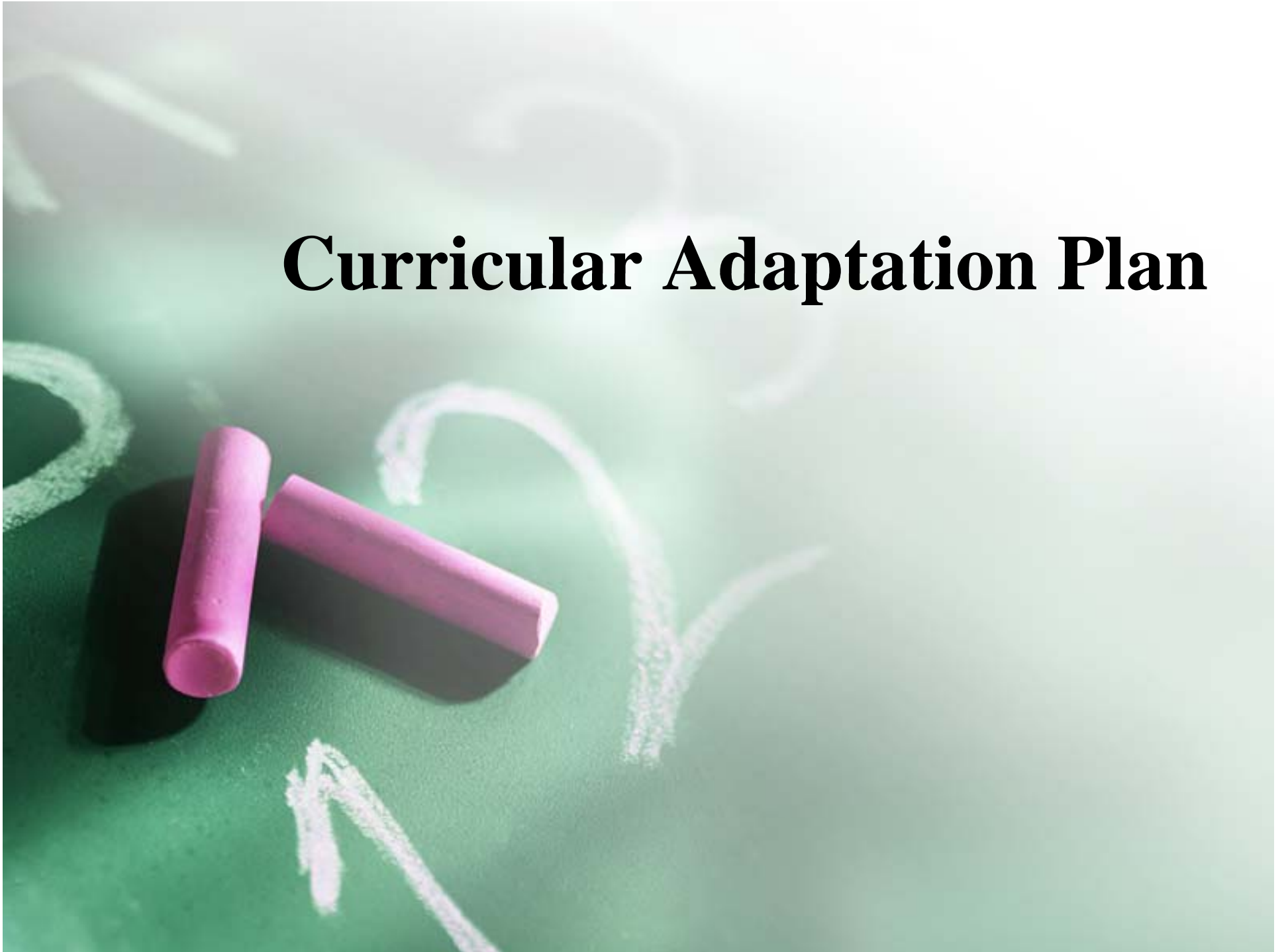
- *Insures the student's needs are addressed in the classroom*
- *Helps the team identify objectives to be targeted at certain times of day*
- *Clarifies the specific types and amounts of support the student needs*
- *Gives each team member a clear picture of their role*



•Planning Matrix

- *Plan adaptations & accommodations*
- *Helps the team see where gaps might exist & student's needs are not being adequately addressed.*
- *Enables Team to make adjustments to plan.*
- *Helps Team prioritize activities or times of day where challenges need to be addressed*

Curricular Adaptation Plan



Curricular Adaptation Plan

Student: Peter Hunton

Class/Period: Western Civilization

Instructor: Mrs. Pat Habif

Peer Partner (s): Danielle Passinault (in class), Jennifer

Adapted Course Goals for:	
Peter will be focusing on fewer goals (i.e. 3 of 6 listed)	
1. To trace (via pictures) the development of Western Civilizations through remembered, recovered, and invented history.	
2. To nurture memory of the past in order to develop attachments to abiding concerns and perspectives on human existence.	
3. To become familiar with the geography of our planet (I.e., identify the seven continents on a picture of the planet).	
Course-Related Strengths	Course-Related Needs
1. Peter is very interested in history.	1. Peter does not read or write well.
2. Peter has a lot of previous knowledge related to a variety of topics within history.	2. While Peter wants to learn academic content, he is reluctant to tell the teacher when he does not understand the content that is presented.
3. Peter works hard to understand the content & is responsible in completing his assignments.	
4. Peter has been in class with Mrs. Habif and enjoys her teaching style a great deal. He has said, "She uses humor and isn't boring."	

Teaching Tips:
1. Please do not ask Peter to read in front of the class.
2. Peter might benefit from tape recording the class.
3. Peter is learning to respond to a "delayed questioning technique". This technique involves the instructor posing a question to Peter. "Peter, why is humankind on this planet? I want you to think about that for a minute and I'll come back to you for your response." During this interim, Peter has several choices: <ul style="list-style-type: none"> • Construct an answer. • Refer to his notes or pictures. • Ask a peer (I.e., Danielle). • Make a mistake.



•Parent Strategies for Success

- Talk with your 'transitioning' child. Discuss both their anxiety, questions and anticipation as well as your own.*
- Visit programs, classrooms or new schools. Become familiar with the building . Where are the bathrooms, lunch room etc. Also, check out the grounds. Are there any safety concerns such as unlocked fences or equipment that is not suited for your child.*
- Don't wait until the last minute.*



Parent Strategies for Success

- *Be available.. When school begins, check in with teachers and staff. Make an appointment and visit the classroom; Observe recess while your there.*
- *Identify possible after school activities that your child would be able to participate or would be of interest..*
- *Be positive. Expect the transition to be ultimately successful. Your own positive attitude can help your child be positive too.*



•Strategies for School Personnel

- Establish a relationship with the previous staff. What strategies and accommodations worked and not worked with the student.*
- Ask questions about learning, adaptive and functionality within the classroom and school*
- Establish a relationship with the family and your new student.*
- Be sure to understand the IEP and goals. If you don't.....then ask.*



Strategies for Teachers

- *Strengths of the child. How can you build on those strengths ?*
- *Take advantage of ongoing opportunities for in-service and consultation training. In considering adaptations and planning and implementation needs, “one time” in-service sessions may not be enough.*
- *Paraprofessionals – Set protocol for how this interaction best works for this individual situation. What do you see as her responsibilities and where do you want instruction to be given directly from you.?*



•Transition Personnel

•IEP Participants and Roles

- Special Education Teacher. Transition Facilitator*
- Both the Current and Receiving Classroom Teachers*
- Principal*
- Student and Parent*
- School Counselor*
- Related Services, Speech Therapist, O.T, P.T.
(as needed)*
- Others Invited by the Parents or School*



TEAM MEETING MINUTES

STUDENT: _____
HOMEROOM TEACHER: _____
DATE: _____

TEAM MEMBERS PRESENT

TEAM MEMBERS ABSENT

GROUP ROLES ASSIGNED

FACILITATOR: _____
TIME KEEPER: _____
RECORDER: _____
OBSERVER: _____

TODAYS AGENDA ITEMS

1. _____
2. _____
3. _____
4. _____
5. _____

AGENDA ITEMS FOR NEXT MEETING

1. _____
2. _____
3. _____

NEXT MEETING INFORMATION

DATE: _____
TIME: _____
PLACE: _____



The IEP and Middle School Students

- *Where appropriate, start asking your child if he or she feels comfortable attending, at least, part of their IEP meetings.*
- *Students at the age of 16 should start looking towards their future. Ask them “What are your hopes and Dreams?” Start developing a transition plan.*
- *“Self Determination” is a taught skill.*



High School Transition

Beginning no later than the first IEP to be in effect when the child is 16, and updated annually thereafter, the IEP must address all transition services requirements.

- *is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.*



Transition Timeline

- *Age 16 – Transition Plan*
- *Age 18 – Age of Majority*
- *Age 21 – School Services End*

Graduation Options

- *Standard Diploma*
- *Modified Diploma**
- *Alternative Documents*

**Districts may offer a modified diploma, however it is not required*



I see children as kites

You spend a lifetime trying to get them off the ground

You run with them until you're both breathless

They crash, they hit the rooftop

You patch and you comfort

You adjust and you teach

You watch them lifted by the wind and assure them someday they'll fly

Finally they are airborne, and they need more string and you keep letting it out

But with each twist of the ball of twine there is a sadness that goes with the joy

*The kite becomes more distant and you know that it won't be long before that string will snap
and the lifeline that holds you together will no longer be the same*

*A child, as a kite, must be prepared to soar, as they are meant to soar, free and alone, to the
greatest extent possible*

And only then can we collectively say that we have done our job

--Anonymous





For More Information

- Leah Skipworth
- Capitol and Mid-Willamette Regional Trainer
- Oregon Parent Training and Information Center
- 541-791-4415
- 503-581-8156 x214
- lskipworth@orpti.org
- 1-888-505-2673

Thanks to Leia Holley for sharing
her expertise with Oregon PTI

