

# Long Term Cordination

## Contact Information

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# Long Term Coordination

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If we dare to dream  
About a brighter future  
We are already half way  
there.

# Take Aways:

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- What is a Long Term Coordination (LTC) meeting
- Process puts student/family in the drivers seat
- Understand how powerful the collaborative process is

# What is Long Term Planning?

- It is a meeting
- It is NOT an IEP
- It is an informal collaborative brainstorming session
- Gathering of people who are vested in the student's life
- Multi-year planning
- Defines supports and steps to meet the vision



# The Process: Step One

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- Send home introduction letter

# Sample Introduction Letter

Dear Parents,

We would like to introduce to you a process that you will be involved in with your student and his/her educational team this year in transition. It is called LTC – Long Term Coordination Meeting. This is the first step to developing your student's individualized multi-year transition plan. It is an informal meeting involving the educational team, yourself, the student and any person or agency that is an essential part of the student's life. Your student's teacher will call to secure a date for the meeting and then a written invite will be sent out.

The meeting usually is about two hours long and consists of "dreaming" about the student's future (post-secondary goals.) Please arrive at the meeting with dreams and ideas as well as any questions.

This is not an IEP meeting. This is an informal information-gathering meeting in order to assist the family and student with goal setting for the future. You may be asked to fill out some informational documents before hand so that the team has optimal information at the meeting. It is a time for dreaming and discussion and problem solving.

We are excited about being able to provide you with this service and are always eager to receive your feedback regarding the process. You will be given a survey at the end of the Long Term Coordination meeting to complete. This is a process that we are always improving, so your feedback is important.

We look forward to meeting with you and your family to assist with dreaming for your student's future.

# The Process: Step Two

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- Contact support members to gather information

# Potential Collaborators

- Housing Agency Rep.
- Leisure Program Rep.
- Literacy Council Rep.
- Religious Community Member
- Residential/Vocational Service Provider
- Special Olympics Rep.
- Transportation Rep.
- Health Service Providers
- Other Significant potential supporters



# The Process: Step Three

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- Gather assessment/survey information, information regarding student preferences and interests, likes and dislikes, dreams and nightmares

# Informal Assessments and Information Gathering

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- All About Me
- My Future Planning
- Sensory Profile
- Communication Profile
- My Disability Awareness
- Daily Living Checklist
- Portfolios

# My Future Planning

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My Employment Goal:

My Education/Training Goal:

My Adult Living Goal:

My Community Goal:

# Formal Assessments

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- Case-Study Reevaluation
- Career Scope
- Air Self-Determination Scale
- Envision Career Interest Inventory
- C.I.T.E. Learning Style Inventory

# The Survey

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- Sample questions:
  - Was the purpose of the meeting explained to you clearly?
  - Are you comfortable with the long term plan developed for your young adult?
  - Which part of the meeting was most beneficial to you?
  - Did you have any concerns with any part of the meeting?
  - Do you have any suggestions to improve the meeting?
  - Are there any other agencies/people that you would like to invite in the future?

# Assessment Resources

- [www.ncwd-youth.info/assets/guides/assessment/AssessGuideComplete.pdf](http://www.ncwd-youth.info/assets/guides/assessment/AssessGuideComplete.pdf)
- [www.nsttac.org/pdf/transition guide/nsttac tag.pdf](http://www.nsttac.org/pdf/transition%20guide/nsttac%20tag.pdf)
- [www.isbe.net/spec-ed/html/transition video.htm](http://www.isbe.net/spec-ed/html/transition%20video.htm)
- [www.ILWorkInfo.com/icrn](http://www.ILWorkInfo.com/icrn)
- [www. Illinoisworknet.com/vosportal/residents/en/Jobs/Prepare/Skills/](http://www.Illinoisworknet.com/vosportal/residents/en/Jobs/Prepare/Skills/)
- [www.icsps.ilstu.edu/Illinois NTC/index.asp](http://www.icsps.ilstu.edu/Illinois%20NTC/index.asp)
- [www.hrtw.org/tools/check assessment.html](http://www.hrtw.org/tools/check%20assessment.html)
  - Sue Walters, 2008

# The Process: Step Four

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- Set a meeting date with all people invested in the student's life

# Sample Meeting Invitation

Re: \_\_\_\_\_ (Student) \_\_\_\_\_, 200\_\_

Dear \_\_\_\_\_:

Your son or daughter has recently begun the Special Education District of Lake County's Community Life Skills Program. Transition planning is a dynamic process involving a partnership of students, professionals, post-school service providers, and independent living or community participants. It is important for your son/daughter's future that the team meet to coordinate long-term goals. This will give us the opportunity to plan together, to explore different options and to explain different terms. For that reason, we invite you to a Long Term Coordination (LTC) planning meeting on \_\_\_\_\_ . The meeting will be held at \_\_\_\_\_ .

Parents please invite any adult service agency or any other representatives with whom you have an active connection. Please include the agencies/people you are inviting on the open lines below.

We look forward to this planning meeting.

Sincerely yours,

\_\_\_\_\_(Teacher)

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 Yes, I will attend the LTC.

I decline a LTC meeting at this time

I am unable to attend however, the meeting can continue in my absence. (if guardianship has been granted)

# Meeting Roles

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- These roles should be assigned in advance of the meeting:
  - Facilitator-sets the tone, keeps meeting on track, moderates time, responsible for agenda
  - Student and family should drive the vision
  - Note taker – is NEVER the teacher, but is someone who can keep notes on all contributions
  - Active Listeners – everyone!

# The Meeting...

- Start with a VISION
- How are you going to get there?
- What are the supports needed?
- What are the potential barriers?
- How do we get this information?



# Strategies for the Meeting

- Student presentation
- Chalk Talk
- Open Discussion
- Four Topic pages (Living, education/training, employment, recreational)



# The Transition Plan

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- Armed with all of this information the Transition Plan writes itself!

# How Do We Find the Time?

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- Our District worked with us to have nonattendance days
- Parent Conference Days
- Late Starts/Early Dismissals
- Team Coverage
- Brainstorm with administration

# Why do we find the time?

- Relationship with parents
- The ease of writing transition plan/IEP
- The cooperation and coordination with adult agencies
- More direction for educational staff
- Increased student engagement
- It flows
- It works
- IT IS THE RIGHT THING TO DO

.....To Be Continued

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A meaningful Transition  
Plan is an ongoing  
collaborative effort.