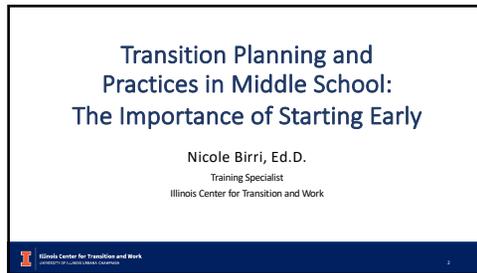




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About You

Your profession?

- Self-Advocates
- Parents/Guardians/Families
- Special Educators
- General Educators
- Higher Education Folks
- Agency Representatives
- Administrators
- Others?

Middle school transition experience?



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Objectives

- Understand the importance of transition planning in middle school
- Identify practices for engaging in the transition planning process in middle school



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Agenda

- Why transition planning practices in middle school matter
- Menti Discussion
- Why start early
- Stages of Career Development
- Practices for engaging in middle school transition planning
- Menti Discussion
- Q & A



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Why Transition Planning and Practices In Middle School Matter

- Upon completion of high school students with disabilities experience
 - Higher unemployment rates
 - Participate in postsecondary education less often
 - Limited involvement within their communities (Newman et al., 2011).

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Federal Policy-Individuals with Disabilities Education Act

IDEA 1990

IDEA 1997

IDEA 2004

- A statement of needed transition services must be included in a student's Individualized Education Program (IEP) by age 16, with a focus on transition supports and interagency linkages
- Transition planning begins by age 14 and a statement of transition service needs focusing on the student's courses of study must be included in the IEP and updated annually
- Dropped the requirement that transition services begin by age 14, reverting to age 16, leaving schools with the option to begin earlier

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Why the Change

Change between IDEA 1990 and IDEA 1997

- Congress found that waiting until age 16 was too late to plan an academic course of study and to provide transition services consistent with post-secondary goals

Change between IDEA 1997 and IDEA 2004

- Allowed flexibility for local educational agencies to begin planning earlier

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Go to www.menti.com and use the code 1594 0203

Why Are Some Students in Illinois Aged 14.5 Entering High School Without a Transition Plan?



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Confusion Around Responsibility

- Timing of the effective IEP
- Students' birthdate
- Remember - **13 years and 7 months**



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Why start early?



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Why Start Early?

- Programs and services students receive in high school should align with the goals of the transition IEP developed in middle school (Test & Grossi, 2011)
- The transition plan is a blueprint for how students will access and advance through the secondary curriculum (Weidenthal & Kochhar-Bryant, 2007)
- The plan provides guidance by identifying a student's
 - Instructional needs
 - Services for accessing the secondary curriculum
 - Community experiences for achieving post-school goals
 - Related services (Test & Grossi, 2011)

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Why Start Early?

- Provides students with more time to:
 - Explore their skills in the classroom and community
 - Identify future employment aspirations (Test & Grossi, 2011)
- Assists students in their transition from middle to high school
 - A crucial year of development and adjustment
- Has been found to
 - Decrease feelings of alienation
 - Improve attendance
 - Decrease dropout (Weidenthal & Kochhar-Bryant, 2007)

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What the Research Says

- Students with autism who received transition services by age 14 were significantly more likely to be:
 - Employed (i.e., 80.8% compared to 58.9%)
 - Earn higher wages and cost less to serve (Cimera et al., 2013)
- Students with intellectual disability who received transition services by age 14 were more likely to be:
 - Employed (i.e., 58.8% compared to 45.6%; Cimera et al., 2014)

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- Stages of Career Development – Career Awareness
- Begins in Preschool
 - Develops until around middle school.
 - Children begin to understand the
 - Reality of work
 - Employment
 - Professions
- (Morningstar & Clavenna-Deane, 2017)
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**Stages of Career Development –
*Career Exploration***

- Begins in Elementary
- Develops through High School
- Students begin to understand the:
 - Range of professional options
 - Many aspects of work-related abilities
 - Prerequisites for post-secondary education

(Morningstar & Clavenna-Deane, 2017)

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**Stages of Career Development –
*Career Preparation***

- Begins in High School
- Students begin to comprehend
 - Job-specific and work-related abilities through work-based learning experiences
 - The planning process for post-secondary education and training.

(Morningstar & Clavenna-Deane, 2017)

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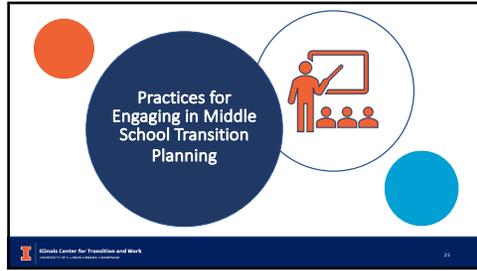
**Stages of Career Development –
*Professional Assimilation***

- Begins after High School
- Young adults enter the workforce
- Begin to understand
 - Career advancement
 - What it means to change jobs within a career

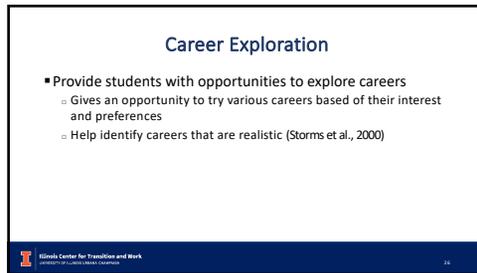
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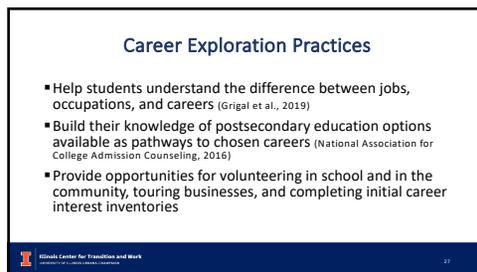
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Age-Appropriate Transition Assessments

- Conduct Age-Appropriate Transition Assessments
 - Identify students' strengths, interests, and preferences
 - Aids in determining the course of study
 - Is an ongoing process

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Age-Appropriate Transition Assessments Practices

- Career interest inventories
- Assessments that identify students learning style
- Assessments that identify work environments the student may have interest in working in

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Self-Determination

- Skill development in middle school can impact success in the secondary years
- Plays an important role in the IEP and in post-secondary planning (Johnson et al., 2002; Storms et al., 2000)

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Self-Determination Practices

- Provide self-determination instruction and opportunities for application in the following areas:
 - Decision making based on personal preference and interests
 - Goal setting
 - Problem solving
 - Self-advocacy
 - Self-regulation and self-management
- Involve students in the IEP process (Test & Neale, 2004)

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Collaboration with High Schools

- Collaboration between Middle School and High School teachers is imperative
 - Valuable information can be gained
 - Trust can be built
 - Seamless transition from middle school to high school

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Other practices teachers can use to support the transition planning process in middle school?



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Go to www.mmenti.com and use the code 6474 2815

What are some other activities or practices teachers can use to support the transition planning process in middle school?



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Questions?



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Key Takeaways

- State law requires a transition plan be in place by the first IEP when the student turns 14.5, which often occurs while in Middle School
- Starting early provides more time to develop an appropriate course of study, helps students identify realistic post-school goals, and supports efforts at the secondary level
- Use the stages of career development to help you think about what skills to teach
- Some practices to consider include conducting age-appropriate transition assessments, building self-determination skills, and providing opportunities to explore various careers based on interests
- Collaboration between middle schools and high schools is imperative



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