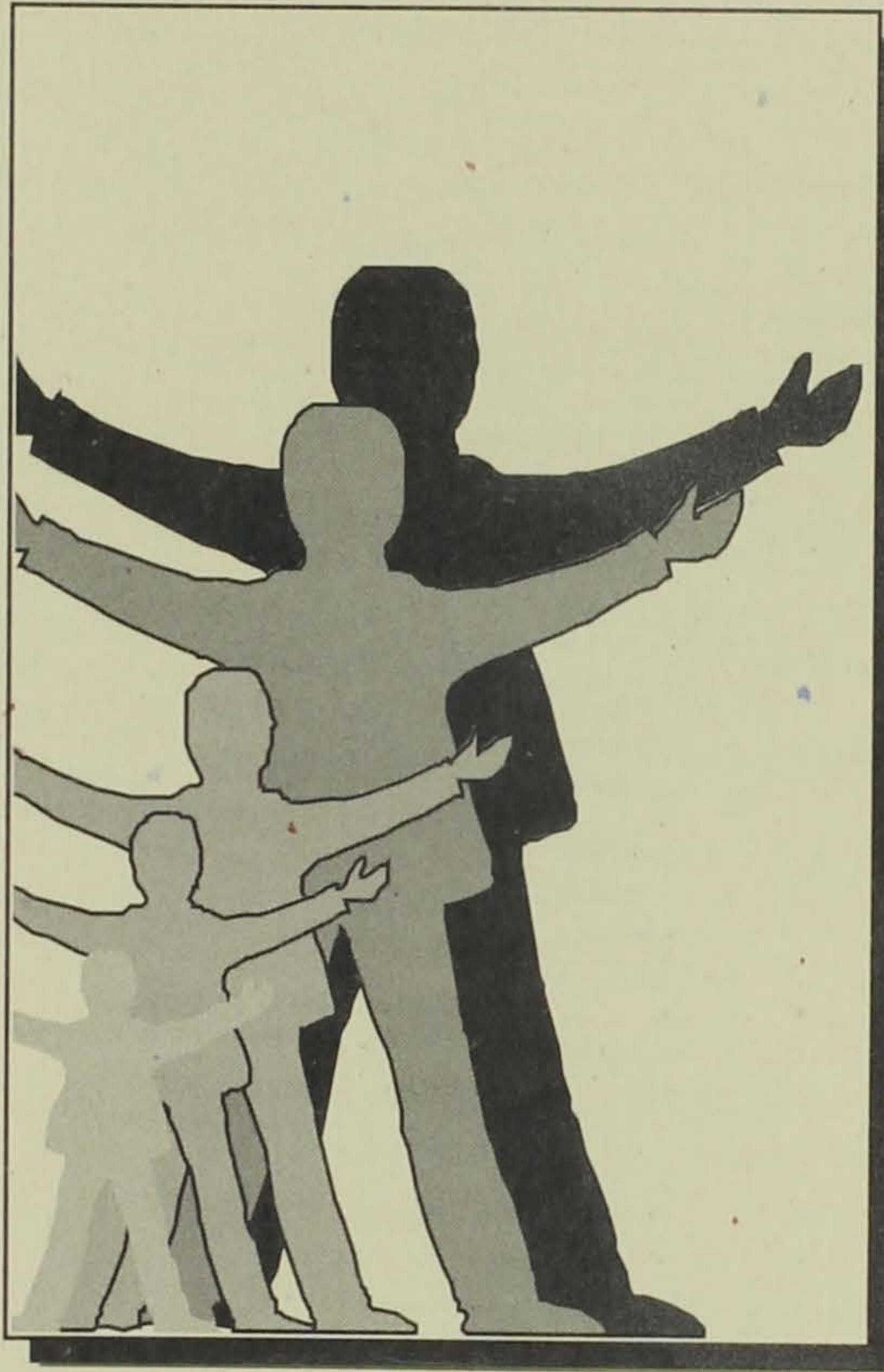


LC
4219
.W67
1998

WORKING TOGETHER TOWARDS SUCCESSFUL TRANSITION:

SCHOOL TO ADULT LIFE



This publication addresses the transition from life as a high school student to life as an adult in the community. The information provided here is for all people who are helping to develop an individualized education program (IEP) for an individual who is in middle school or high school. Parents, school teachers, school administrators, area education agency (AEA) personnel, and adult service providers are included.

This publication is designed to increase knowledge of, and participation in, the transition planning process from school to adult life. Understanding the essential elements of a smooth transition helps ensure success for individuals as they work towards assuming an adult role in the community.

disabil
this po
Buildin

State of Iowa
DEPARTMENT OF EDUCATION
Grimes State Office Building
Des Moines, Iowa 50319-0146

STATE BOARD OF EDUCATION

Corine A. Hadley, President, Newton
C.W. Callison, Vice President, Burlington
Gregory A. Forristall, Macedonia
Sally J. Frudden, Charles City
Gregory D. McClain, Cedar Falls
Mary Jean Montgomery, Spencer
Gene E. Vincent, Carroll
Kay E. Wagner, Bettendorf
John C. White, Iowa City

ADMINISTRATION

Ted Stilwill, Director and Executive Officer of the
State Board of Education
Dwight R. Carlson, Assistant to the Director
Gail Sullivan, Chief of Policy and Planning

DIVISION OF EARLY CHILDHOOD, ELEMENTARY AND SECONDARY EDUCATION

Judy Jeffrey, Administrator
Jeananne Hagen, Ph.D., Chief, Bureau of Children, Family and Community Services
Selete Avoke, Ed.D., Consultant, Transition and Work Experience

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age or marital status in its programs or employment practices. If you have questions or grievances related to this policy, please contact Debra VanGorp, Chief, Bureau of Administration and School Improvement Services, Grimes State Office Building, Des Moines, Iowa 50319-0146, (515) 281-5811.

What is transition?

Transition is the passage from one stage of development to another. We all face transitions and adjust to many changes as we move through life. One of those transitions is moving from high school into the adult world. The adult role is not the same for each person. It varies depending on the needs of the individual. It might include post secondary education; full or part-time employment (including supported employment); living in a home independently or with assistance; having satisfactory personal and social relationships; and/or becoming involved in the community.



The transition process starts with laying the important foundations for transition during the elementary and middle school years. During elementary school it may include exploring careers in the community and talking to people about their occupations. In middle school, visiting businesses and schools helps individuals learn about choices. Students may begin to explore their personal interests and needs and make choices about their future. In accordance with Iowa law, beginning at age 14, the focus of an individual's IEP team becomes transition planning.

Transition is not an event...it is a process!

What is success?

Success is unique for each individual because it is based on what the individual wishes to achieve.

One of the responsibilities of the IEP team (sometimes referred to as a planning team) is to consider the needs, preferences, and interests of the individual and use this information to define future goals and directions. Another responsibility of the team is to explore the range of options available that will lead to what the individual defines as success. Thus, success for one person might mean living at home with parents while working part time, without further formal education. For another, success might mean living independently, getting a college degree, and then working full time. Success is helping young people achieve the lifestyle **they** want.

Why is school to adult transition planning important?

Planning for the transition from school to adult life is the key to achieving success. The transition process involves many people. Working together with members of the IEP team to develop a focused plan for transition enables students to achieve the success they desire.



BEGINNING WITH THE END IN MIND

Some pictures to begin our journey...

Spencer is 21 years old and works part time at an auto mechanic shop. He lives at home with his parents and attends a local community college where he is taking classes in auto mechanics. He will be hired to work full time by the auto mechanic shop when he finishes his degree in six months. He then plans to find an apartment and live on his own.

Molly is 19 years old and works full time at an employment training center. She lives in an apartment with her roommate and takes an adult basic education class in cross-stitching. Molly and her roommate receive residential services to assist them in living independently. The services include money management, independent living skills, and an opportunity to socialize with other people. Molly attends church every Sunday where she is receiving individualized instruction to become a voting member of her congregation.

Jeremiah is 18 years old and works full time at a day care facility for children aged six months to twelve years. He lives independently and plans to attend a four-year college and work toward a degree in early childhood education. He would like to teach preschool after he graduates. Jeremiah will receive support to assist him academically in his college classes.

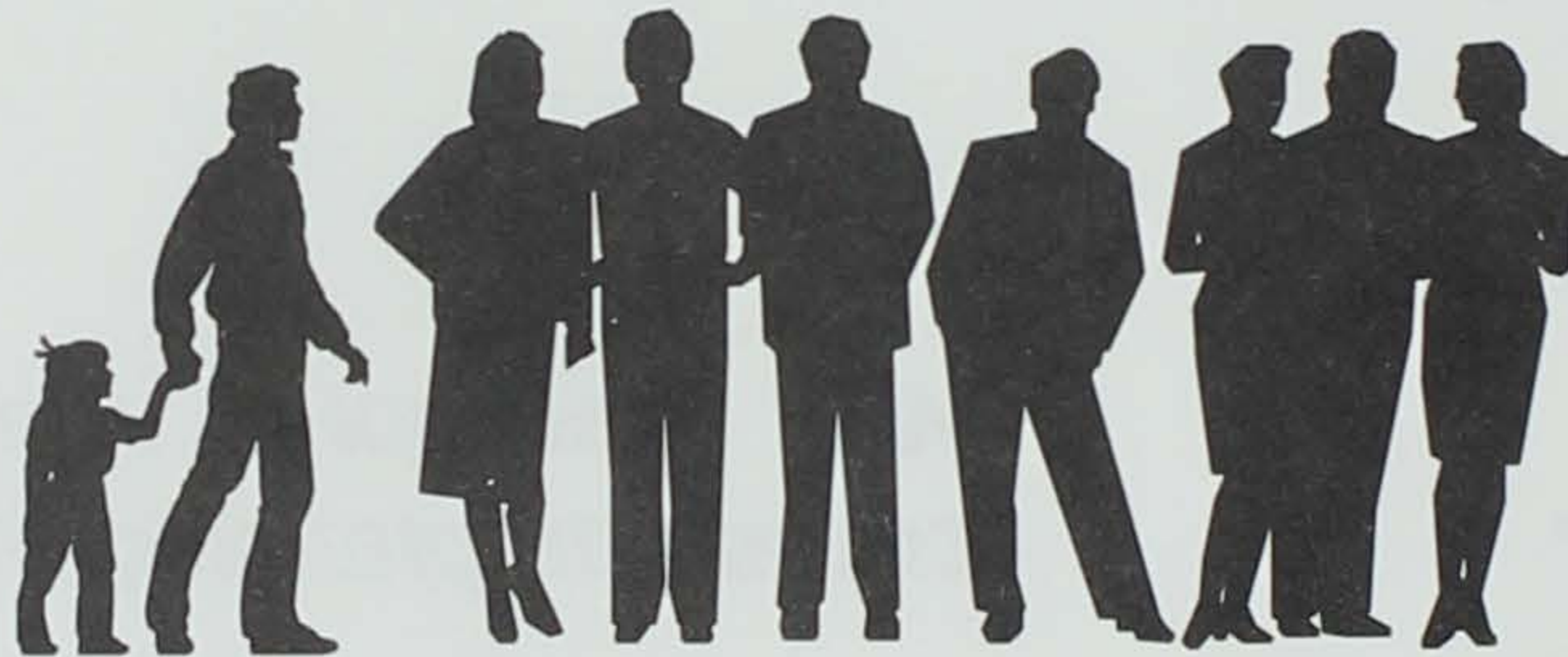
Spencer, Molly and Jeremiah are three individuals in transition who achieved different goals based on their different desires. Their IEP team members worked together to plan for their futures.

Who were the people on the IEP team?

Many different people worked with Spencer, Molly and Jeremiah. They included the student, the parents, a special education teacher, a general education teacher, a school administrator, and an AEA staff person. As the students grew older and their needs changed, other people were added to the team.

For example, when it became clear to **Spencer's** team that he wanted to live independently, attend a community college and work as an auto mechanic, the team facilitator added an AEA work experience coordinator, the high school auto mechanics teacher, and a vocational rehabilitation counselor.

At first, **Molly's** IEP team looked like Spencer's team. After the team determined Molly's desires, the teacher added the vocational rehabilitation counselor, the high school guidance counselor, the high school family and consumer science (home economics) teacher, a representative from the local provider for residential services and a representative from the local provider for



vocational services. The county Central Point of Coordination (CPC) administrator also participated as an IEP team member. The CPC coordinates funding sources which include the county, state and federal monies and is a key resource for assisting individuals in accessing adult service programs.

Jeremiah's situation differed from that of Spencer's and Molly's. Jeremiah lived with his foster parents who were part of his IEP team and came with him to staffings. Jeremiah expressed to the rest of the IEP team that he was determined and committed to work in child care. Jeremiah then invited the community college special needs coordinator, a vocational rehabilitation counselor, and his supervisor from the day care to become members of the team.

What services and activities occurred to help achieve the students' goals? When did these activities happen?

The services and activities varied to fit each student's needs. What occurred for one student did not occur for the others.

Spencer's special education teacher began planning for his transition when Spencer was 14 years old. At the IEP meetings, she began to use the transition process by asking Spencer's parents what they wanted to see for their son in the future. She asked Spencer how he wanted to live as an adult. The educational team listened carefully to both Spencer's and his parents' wishes.

At each IEP meeting after that, the IEP team planned Spencer's classes to assure that he took classes important to becoming a mechanic. Spencer was enrolled in Exploratory Auto Mechanics in eighth grade and Auto I, II, and III in high school. The team also explored the specific skills, knowledge and understanding that Spencer would need in order to be successful as a mechanic and to be successful as an independent adult.

In Spencer's sophomore year, the work experience coordinator talked with the instructor of the community college auto mechanics program to determine what knowledge, skills and behaviors Spencer would need in order to be successful as an auto mechanic. The coordinator assessed Spencer's skills in the area of auto mechanics. Spencer's high school auto mechanics teacher monitored Spencer in class to assure that he had the competencies needed to enter the community college auto mechanics program. The vocational rehabilitation counselor determined that Spencer was eligible for Vocational Rehabilitation services and chose to ar-

range an extensive vocational evaluation where Spencer's mechanical abilities could be further assessed. In all of these settings, Spencer's abilities were found to be very appropriate to pursuing a career in mechanics.

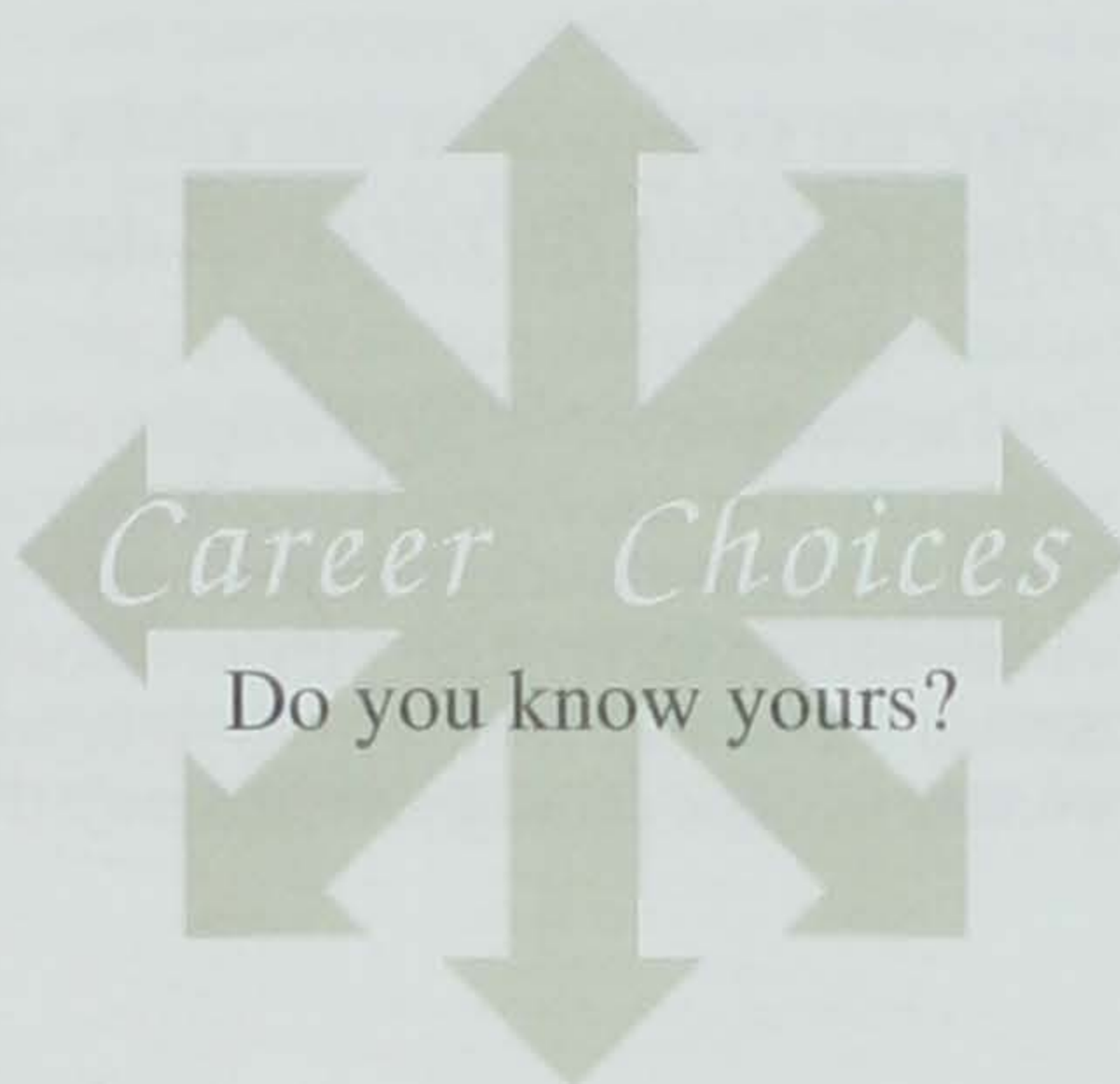


Now that Spencer is attending the community college, he is responsible for acting as his own advocate. To prepare him for this role, Spencer was given instruction in high school on how to be his own advocate. Spencer learned that it was his role to work things out with an instructor if he had difficulty in class or if he needed special accommodations. The Support Services Department of the college maintains monthly contact with him to "monitor" his class performance and offer any kind of support Spencer needs.

Molly and her IEP team began to talk when she was 14 years old about what they saw as Molly's future. Molly's mother made sure that Molly was always included in any type of planning meeting and that she was directly asked questions about her future. Molly was taught to participate in her own IEP meetings and now, as a young adult, Molly facilitates her own conferences with the staff from whom she is receiving services.

Early in the planning process Molly talked of "being out on her own" and wanting to work at a job. The work experience coordinator developed non-paid work experiences for Molly when she was 15 and 16 years old. In her senior year, Molly was paid the minimum wage from an Iowa Conservation Corps grant at her local school where she worked in the cafeteria. The vocational rehabilitation counselor did "community-based" assessment with Molly to find her strengths and weaknesses within the workplace and the community. Vocational Rehabilitation is currently funding her training in the employment training center and plans to fund a job coach to assist Molly in a supported employment job in the community.

The high school guidance counselor coordinated meeting times for the IEP team. The family and consumer science (home economics) teacher worked with Molly to develop her independent living skills in classes such as Foods, Clothing, and Interior Decorating. Molly was not able to understand some of the information in the curriculum without accommodations. Molly's special education teacher and the classroom teacher made accommodations in the classroom by giving Molly extended time in the cooking labs, putting pictures on the recipe cards, having the tests read to her and allowing Molly to take her exams orally.



Together, the team members were able to assure that Molly received training in the skill areas which now allow Molly to live "on her own" and maintain a job.

Jeremiah and his IEP team also recognized the importance of planning for high school and life after high school beginning at age 14. Prior to his IEP meeting in eighth grade, the work experience coordinator asked Jeremiah a wide variety of questions about the future he saw for himself after high school. Jeremiah was asked to think about the type of job, career, or occupation he would like to have, about his future living situation and whether he wanted to continue his education after high school. Jeremiah was unsure of some of the answers but he was able to say that he wanted to live on his own and attend college.

As a ninth grade student Jeremiah experienced three different "job shadowing" experiences. A "job shadowing" allows a student to shadow someone in the community to observe them in their job. One of Jeremiah's shadowing experience was at a preschool. He loved it! As a sophomore, he

worked as a volunteer at a preschool, in a kindergarten room, and at a day care center. The summer after his sophomore year he worked at a YMCA summer camp. He was a counselor in training and worked with children 3 to 7 years old.

Beginning in his junior year, Jeremiah obtained a part-time position at a day care center working three days a week after school. After Jeremiah had worked there two months, his supervisor became a member of Jeremiah's IEP team to help the team understand the knowledge, skills and behaviors Jeremiah would need to obtain an early childhood education degree and to work in that field. She gave the group an idea of the different colleges in the area which offered degrees in the field of Early Childhood.

The high school guidance counselor also made sure that Jeremiah obtained information on available college programs. The counselor did this through the use of the "Choices" computer program which allowed Jeremiah to see the area colleges that offered child development programs and their entrance requirements. Jeremiah also worked with the counselor to assure that he gained the skills he would need to succeed in the college programs.

In his senior year, Jeremiah narrowed his choices to two different area colleges. The IEP team arranged visits to those colleges. Jeremiah and his guidance counselor met with professors in the child development programs as well as the special needs coordinator for each college. When Jeremiah made his college choice in October, his special education teacher invited the special needs coordinator from that college to become part of the IEP team. At Jeremiah's annual review in November, the special needs coordinator informed Jeremiah and the rest of the team of the services he could receive during college. She also made sure that Jeremiah and the team understood that Jeremiah needed to be his own advocate in the college classroom.



Where do transition services, programs and activities take place?

There are three different environments where services, programs and activities are provided. First, and most traditionally, is the individual's school. Most instruction is within a classroom on the school campus. Since transition is a shift from acting as a student within a school system to acting as an adult in the community, it is extremely beneficial for the individual to experience instruction within a community setting, the second vital environment. This instruction could mean a "job shadow" experience, a field trip to a local industry, bank or governmental office, or a daily paid work experience as part of a School-To-Work program. The third environment is the home where parents or others, as part of the IEP process, might teach such daily living skills as cleaning the house, cooking, or doing laundry.



Why do transition services, programs and activities take place? What difference does it make?

The change from the life of a high school student to life of an adult will occur whether we plan for it or not. Research in Iowa reports that individuals with disabilities are much more successful in reaching their personal goals when they plan for this transition. Individuals who are not involved with transition planning at various levels from middle school through high school are less likely to be receiving services, continuing their education, working full time or living independently. (Frank & Sitlington, 1996)

Why are so many people involved in the IEP process?

The transition process focuses on the desires and goals of the individual. A variety of IEP team members bring an abundance of knowledge about what life is like as an adult. Adult service providers have information about the services, programs, and agencies that can help the individual if he or she should choose to access them. Employers or employment support providers have a wealth of information about expectations from the world of work and what services may be available to assist an individual in becoming successful.

Given the variety of personnel, services, programs and activities that can help individuals with disabilities in transition, there is no question that as many people as are necessary become a part of the IEP team when transition is discussed. Thus inclusion of additional personnel on the IEP team becomes a question of "why not?" rather than "why?"



Individuals with disabilities who are receiving special education services in public schools
MUST HAVE by age: 14 (or younger when necessary)
a statement of transition service needs (identified courses of study) in their IEP.

By age 16 (or younger when necessary)
a statement of needed transition services in their IEP.

Individuals with Disabilities Education Act, 1997

Key Factors in the Transition Planning Process

As you can see, the transition planning process is individualized. The stories shared in this publication may be similar or may be quite different from the results you would like to see for yourself, or your son or daughter, or the individual whom you serve. However, there are certain elements to the transition planning process which will help reach a successful outcome. The key elements are:

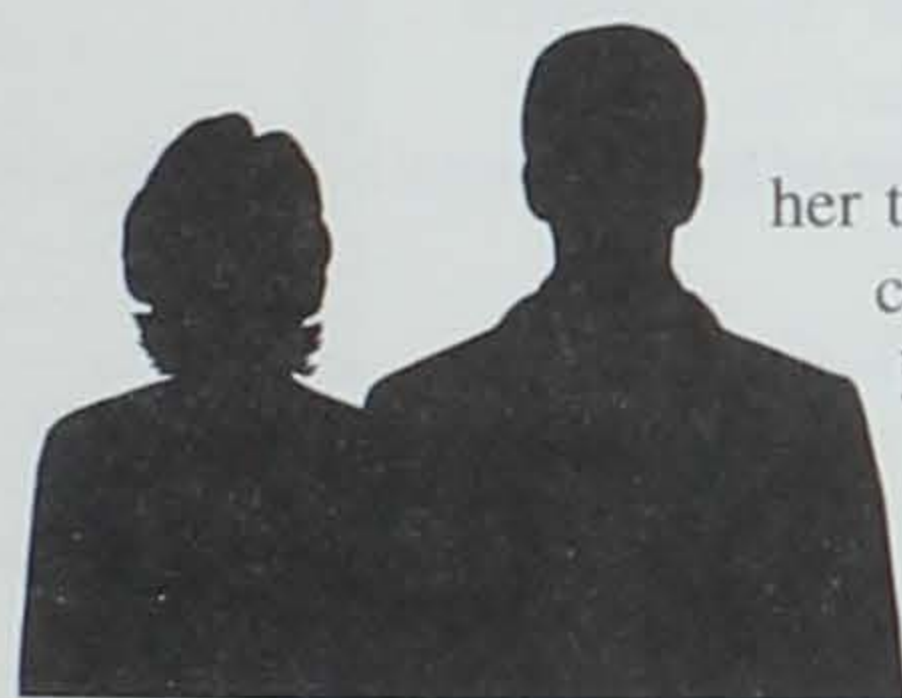
1. A single focus of helping the individual achieve his/her desires.

IEP team members may want to help support this focus but may be distracted by rules and regulations that may restrict them from looking at the broad picture of achieving the individual's desires. For instance, school teachers and administrators may want to help Johnny achieve his dreams, yet may be focused on whether Johnny has the proper credits to graduate. Parents may express a desire to help in the transition planning process, yet feel it is primarily the school's responsibility. Adult service providers may want to be involved, yet may decide they are unable to help based on eligibility criteria, labels or funding limitations.

Whatever the makeup of the IEP team, the focus is the individual. Working together cooperatively for the benefit of the individual is the single most important factor in developing a successful plan. Despite procedures or policies, using creative energy and exploring as many options as possible to help the individual meet his/her goal is the primary focus which keeps an IEP team effective.



2. Individual and family involvement in the IEP process.



The inclusion of and encouragement of the individual with a disability in his or her transition planning is a second vital element of success. IEP team members who continuously facilitate the active participation of the individual realize that he or she has a key role in the development of the plan. If necessary, instruction in the IEP and transition process is done prior to the IEP meeting. Inclusion of the parents and/or family is also vital to the process. Inclusion of the desires of the individual and the parent(s) improves the effectiveness of the IEP team.

3. Understanding the roles of each member of the IEP team.

Knowledge and awareness of the role each IEP team member plays and what each brings to the planning process is essential. Being unaware of the services that a school or adult provider has available can cause fear and misunderstanding among IEP team members. Effective IEP team meetings provide time for introductions and descriptions of the role each person plays. This time allows for understanding and better planning.

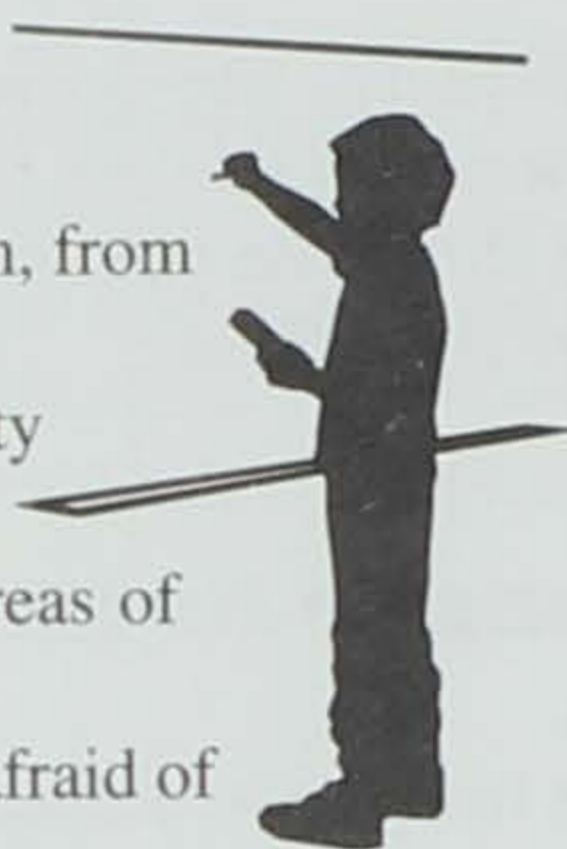


CHOICES

The ability to make choices isn't developed overnight; self-determination and self-advocacy are skills that are learned over the course of a lifetime. We each have a role in supporting children's desires and opportunities to act as decisions-makers:

Student's Role:

- * be a part of planning, short and long term, from an early age
- * know yourself and the way your disability affects you
- * acknowledge your strengths and your areas of need
- * share your fears and anxieties; don't be afraid of making mistakes



Educator's Role:

- * give choices when you can (where to sit; who to work with; how to spend free time; etc.)
- * listen, believe, discuss and advise
- * teach self-advocacy skills
- * involve students in the IEP process

Adult Agency's Role:

- * be a part of the IEP team
- * share information about services in an easily understood manner
- * listen to the needs, interests and preferences of the student

Parent's Role:

- * listen carefully to your son/daughter and respond regularly
- * use everyday situations to build your child's power to make choices
- * learn to recognize signs of fear and anxiety in your children; address them
- * inform your daughter/son of their options



HELPING STUDENTS WITH DISABILITIES PLAN FOR COLLEGE

Parents, counselors, teachers and high school students with disabilities might use this list as a reminder of helpful steps in transitioning to a two-year or four-year college.

- * Make sure it is the student's choice to attend college.
- * Make sure students have a good understanding of their particular capabilities and needs.
- * Encourage students to be their own advocate.
- * Obtain all special records before high school graduation.
- * Make contact with the local Division of Vocational Rehabilitation Services (DVRS) office before graduation.
- * Get information on deadlines and special exam arrangements for the SAT and/or ACT in January of the junior year.
- * Obtain two copies of all college applications (or duplicate the one received).
- * Attend a College Night or Future Fair.
- * Learn about Section 504 of the Rehabilitation Act of 1973.
- * Contact the Disabled Student Services Offices or college before applying.
- * Find out how much support or special help the student will need.
- * Visit schools before making a definite choice.
- * Be aware of all deadlines. Important dates to keep in mind:
 - Application deadlines
 - Deadlines for scholarship applications
 - Draft registration for males age 18
 - Early submission of your Free Application For Student Financial Aid form (January-March of senior year)
 - Deadlines for accepting college offers
 - Deadlines for housing requests



Adapted from: Carol Sullivan, Counselor for students with LD. Northern Virginia Community College, Annandale, VA; and the Staff of HEATH Resource Center, One Dupont Circle NW, Washington, DC 20096

SAT/ACT TESTING FOR STUDENTS WITH DISABILITIES

High school students with disabilities may be eligible for accommodations when they take the SAT/ACT tests for college admission. To qualify for accommodations, students must:

1. Have a disability that necessitates accommodations.
2. Have documentation on file at school (an IEP or Section 504 plan or evaluation); and
3. Be receiving accommodations for classroom testing and/or standardized tests that are given at their schools.

The accommodations for SAT/ACT testing may include:

- Extended testing time
- Magnifying device, large type, or Braille tests;
- A reader to dictate the questions
- A recorder to mark answers on the answer sheet;
- A sign language interpreter or oral interpreter;
- Typewriter or a computer;
- Large lock answer sheets.

Contacts:

SAT: The College Board
1800 Sherman Ave.
Evanston, IL 60201-3715
or call
847-866-1700

ACT:
P.O. Box 168
Iowa City, IA 52243-0168
or call
Kelly Hayden at
319-377-1000

SELF-ADVOCACY IS...

- **Learning** to identify your needs
- **Asking** for what you need
- **Being** more independent
- **Taking** necessary risks
- **Knowing** your right and laws
- **Taking** responsibility

SKILLS FOR SELF-ADVOCACY

PROBLEM SOLVING/DECISION MAKING

- Gather information
- Plan your strategy and follow through

COMMUNICATION SKILLS

- Clearly express ideas and feelings
- Listen - try to understand before being understood

SELF-AWARENESS

- Identify strengths, needs, preferences, interests
- Know about your disability

GOAL SETTING

- Identify short and long-range goals
- Identify support and resources

NETWORKING

- Know rights and laws
- Know who and when to ask for help

BELIEVE IN YOURSELF



Adapted from: *Looking Ahead, March/April, 1993. AEA 7 Family-Educator Connection*

RESOURCES

What comes next? An Iowa Resource Guide to Post High School Education and Training for Students with Disabilities, (1996). Iowa Department of Education.

Secondary Special Education Programs on Community College Campuses, (1997). Iowa Department of Education.

Questions and Answers on Community Based Vocational Education Programs for Students with Disabilities, (1996). Iowa Department of Education.

The American Disabilities Act, Employer/Employee Rights and Responsibilities: A Guide for Iowa, (1996). The Client Assistance Program Division of Persons with Disabilities, Iowa Department of Human Rights.

Graduating to Independence - Information for Young People With Disabilities, (1996). Department of Health and Human Services, Social Security Administration, Office of Disability.

SHOPPING FOR A SUPPORTED EMPLOYMENT PROVIDER?

Supported Employment (SE) is a service that allows people with severe disabilities to work for pay in community jobs. It involves:

- assessment of a transitioning student's interests, capabilities, and support, which results in a picture of an ideal job situation.
- individualized job development, where jobs are tailored to what the student wants to do, can and cannot do, and the supports needed to succeed.
- training and ongoing assistance to the student and employer to promote success.

Often, parents must select the SE agency best suited to their student's needs. While no agency can offer everything, these questions can help you assess and select the agency that is best suited to your needs.

Background Questions:

1. How long has the agency been providing SE services?
2. How many people are receiving SE services?
3. Average hourly wage for supported workers?
4. Average hours per week for supported workers?
5. Are agency job coaches and job developers certified?

Reference Questions:

1. What businesses does the agency work with?
2. Can the agency give references from families the program served?

Service Questions:

Does the SE agency...

- help student figure out what she/he wants to do?
- have student visit/try different jobs to select best match?
- help family plan for job's impact on SSI or SSDI?
- contact businesses on student's behalf?
- carve jobs around student's interests and support needs?
- help student write resumes and fill out applications?
- offer choices about what jobs a student accepts?
- prepare worksite staff for working with person hired?
- offer training to help student learn about job?
- offer equipment and other adaptations?
- provide transportation assistance?
- help solve problems that might come up down the road?
- link the student with other services (e.g. recreations)?
- help find new jobs or get promoted into better jobs?





CONTRIBUTORS

Suzanna Larsen

Department of Education
Division of Vocational Rehabilitation Services

Tom Anderson, Ed.D.

Department of Education
Division of Early Childhood, Elementary and Secondary Education

Jeff Grimes

Department of Education
Division of Early Childhood, Elementary and Secondary Education

Selete Avoke, Ed.D.

Department of Education
Division of Early Childhood, Elementary and Secondary Education

Diane Twait-Nelson

Lakeland Area Education Agency 3

Al Hodgeman

Southern Prairie Area Education Agency 15

Linda Vann

Area Education Agency 6

Mary Grey

Grinnell College

THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

PHYSICS 350

LECTURE 10

STATISTICAL MECHANICS

ENTROPY

ENTROPY AS A MEASURE OF DISORDER

ENTROPY AS A MEASURE OF INFORMATION

ENTROPY AS A MEASURE OF UNCERTAINTY

ENTROPY AS A MEASURE OF COMPLEXITY

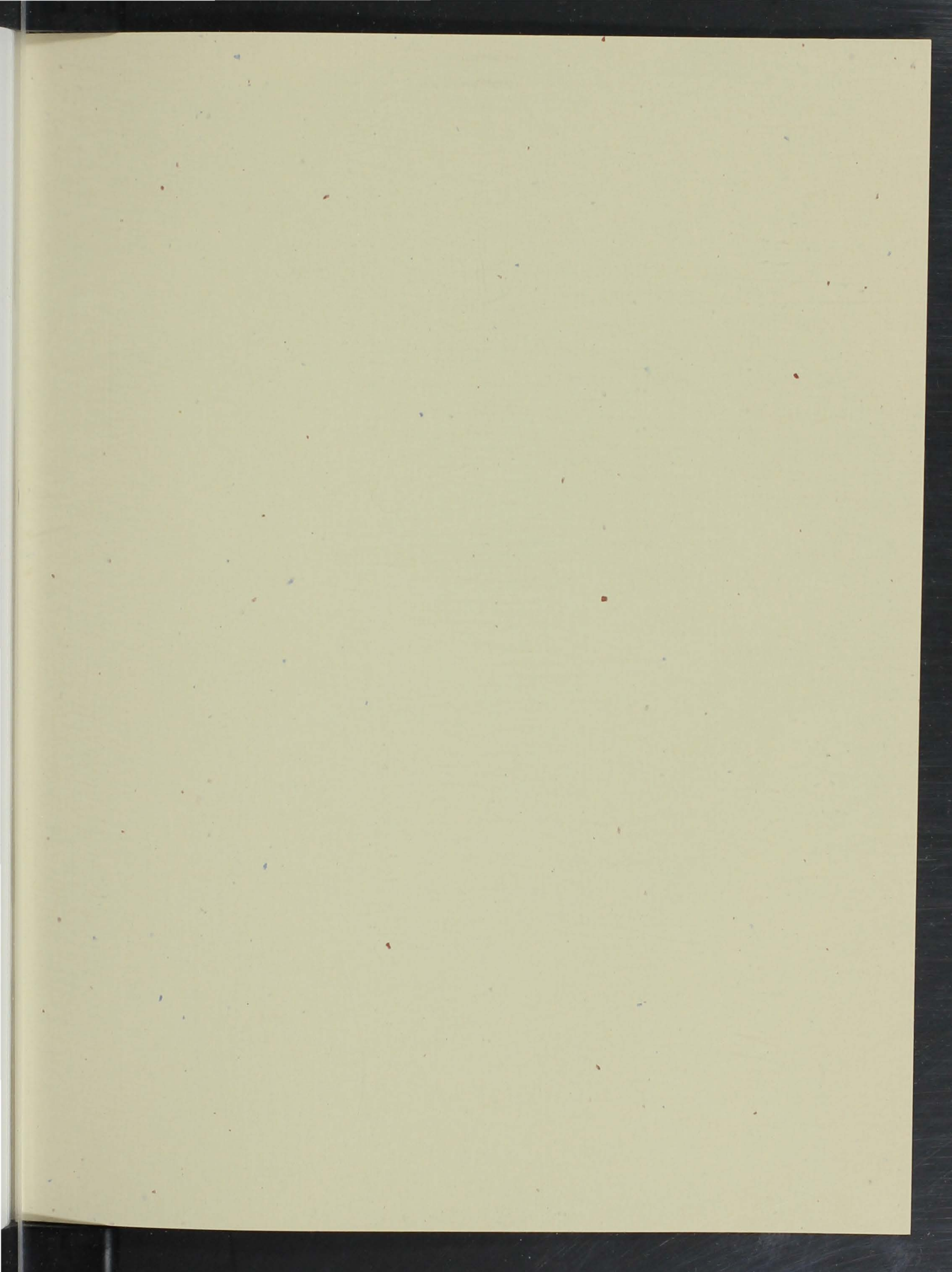
ENTROPY AS A MEASURE OF DIVERSITY

ENTROPY AS A MEASURE OF ABILITY TO DO WORK

ENTROPY AS A MEASURE OF ENERGY DISPERSION

ENTROPY AS A MEASURE OF THERMAL STABILITY

ENTROPY AS A MEASURE OF THERMAL FLUCTUATIONS



STATE LIBRARY OF IOWA



3 1723 02121 7039