

Revised 5/2019

Postsecondary Transition



Building the Future

Ohio Coalition for the Education of Children with
Disabilities (OCECD)

The Ohio Coalition for the Education of Children with Disabilities (OCECD) is a statewide, nonprofit organization that serves families of infants, toddlers, children and youth with disabilities in Ohio, and agencies who provide services to them. OCECD works through the coalition efforts of more than 35 parent and professional disability organizations which comprise the Coalition.

Established in 1972 and staffed primarily by parents of children and adults with disabilities, persons with disabilities, and education professionals, the Coalition's mission is to ensure that every Ohio child with special needs receives a free, appropriate, public education in the least restrictive environment to enable that child to reach his/her highest potential. Throughout Ohio, the Coalition's services reach families of children and youth, birth through twenty-six, with all disabilities.

OCECD's programs help parents become informed and effective representatives for their children in all educational settings. In addition, youth are assisted to advocate for themselves. Through knowledge about laws, resources, rights and responsibilities, families are better able to work with agencies to ensure that appropriate services are received for the benefit of their sons and daughters.



OHIO COALITION FOR THE EDUCATION OF CHILDREN WITH DISABILITIES

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What is Secondary Transition?

There is a process within the special education program that directly links a child's educational program with their plans for the future. It is called a Transition Plan and is part of the Individualized Education Plan (IEP). Transition services are a coordinated set of activities for a child with a disability designed to be used within a results-oriented process.

The IEP team will meet to complete the transition plan section of the IEP. The transition plan supports the child's transition into adult life, based on the child's individual needs, strengths, interests and preferences.

The focus is 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 postsecondary education, vocational education, integrated employment (including supported employment) or a setting typically found in the community and employs individuals with disabilities and non-disabled individuals at all levels and individuals with disabilities, continuing and adult education, adult services, independent living, or community participation.

Many students are not prepared to enter the world of employment or postsecondary life when they leave high school. When transition is addressed in an IEP meeting, the student should be present. They are a very important part of the team. If the student cannot attend or chooses not to attend, then it is vital to ensure that their preferences and interests are included in the discussion.



Results-Oriented Process

Start with the student. Ask the student specific questions about their ideas for their future. For example: do they want to work inside, or outside; dress up for work; do the same thing every day; work with animals; work with children? Do they want to be involved in the community; volunteer at the hospital or local animal shelter; get a driver's license; coach baseball or be involved in a youth group?

The IEP team will gather the necessary data and information, focusing on the areas the student needs to work on during the school year. The team will look at where the student stands academically and what skills must be worked on first. This can be done through formal and informal assessments as explained later in this book.

The focus of the plan must be on the student and the outcomes the students wants to see take place. This transition plan is all about the student and his or her future. Come up with a long range plan for the student, and EXPECT results!

The outcome for the student should be employment, whether supported or integrated, self-employment or independent of supports or accommodations. The student also may wish to continue their education.

If appropriate, the outcome may be based upon independent living and community participation goals set for the student. In the area of living skills find out if they want to live alone or with someone; have a car; need special accommodations for their home; want to buy a home or rent a home or apartment; know how to use a checking account or an ATM?

***The most important
thing to remember is
the STUDENT!***



Who Should Be Involved in the Transition Planning?



- Student
- Parents/Guardians
- School District
- Community Agencies

A team effort is needed in order for the student to have a successful transition into adult life.

Why should the student attend his/her transition meeting? The student must be involved in order to develop self-determination; to share personal disability information, to ask for help and to address how capable the student feels about themselves. It is a developmental process that requires a strong commitment to the plan. Steps include self-actualization (realizing their potential), creativity, goal setting capabilities, pride, assertiveness, choice-making and problem solving.

The student has an obligation to inform others of their own personal interests and preferences. The student should assist in developing their own IEP and transition plan. The team's job is to assist in developing needs and to share thoughts and ideas for future goals and plans. The team will discuss areas of need or skill development and allow the student to express fears or hesitations.

This IEP Transition meeting is about the student and their future. Their involvement is paramount to the success of the plan. A wonderful IEP and transition plan can be written but if it is not what the student wants or will follow then it is of no value. Transition also may be difficult for parents when the child's goals are not what the parents wanted or dreamed about for their child.

A student may feel uncomfortable sitting in a room full of adults discussing their life. Most are not familiar with the IEP terminology or process. It is important to share that information with the student before the meeting. This will ease some of the tension or stress he/she may feel about attending.

Transition Age 14 Years

Senate Bill 316 became effective September 24, 2012. Section 3323.011 now states the following:

(H) Beginning not later than the first IEP to be in effect when the child is fourteen years of age, and updated annually thereafter, a statement describing:

- (1) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education and independent living skills;
- (2) Appropriate measurable postsecondary goals based on age-appropriate transition assessments related to *employment in a competitive environment in which workers are integrated regardless of disability;
- (3) The transition services, including courses of study, needed to assist the child in reaching the goals described in divisions (H) (1) and (2) of this section.

In order to have the required information, districts will need to begin the secondary transition process prior to the child's 14th birthday. Given that many students will turn 14 years of age during the school year, these students' IEPs will need to be in compliance with the secondary transition requirements, which will require districts to begin the process when the child is 13 years of age or younger.

*Competitive employment means work in the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and for which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work.

From Ohio Department of Education, Office for Exceptional Children FAQ's 9/19/12

IEP Section 5 – Postsecondary Transition

Age-appropriate assessments as related to:

- Training
- Education
- Employment
- Independent Living Skills

In Section 5, Postsecondary Transition, of Ohio’s IEP form, the IEP team will complete the Age Appropriate Transition Assessments section. The team will need to consider age-appropriate assessments as related to training, education, employment, and where appropriate, independent living skills. This section will need to be completed with input by the student.

Each child age 14 must be assessed in these transition goal areas. Based on the information gathered from the age-appropriate assessments, postsecondary goals are developed in the areas of education, training, employment, and independent living (if appropriate).

In this area of the IEP, the team will need to summarize the assessment information - type of assessment, e.g., a paper and pencil test, an apprenticeship, being a member of a small group that was taught specific skills or tasks, and/or an assistive technology assessment. Include the person or agency responsible for conducting the assessment and providing a summary of the results of the assessment that will form the postsecondary goals in the next section. *(Taken from the IEP Annotations)*

See IEP Section 5 –
Postsecondary Transition,
Age Appropriate Transition
Assessments section



4 EXTENDED SCHOOL YEAR SERVICES

Has the team determined that ESY services are necessary? Yes No

If yes, what goals determined the need?

Will the team need to collect further data and reconvene to make a determination? No Yes

Date to Reconvene

5 POSTSECONDARY TRANSITION

POSTSECONDARY TRAINING AND EDUCATION

MEASURABLE POSTSECONDARY GOAL:					
Age Appropriate Transition Assessment regarding Post Secondary Training and Education (indicating student's needs, strengths, preferences and interests)					
COURSES OF STUDY:			NUMBERS OF ANNUAL GOAL(S) Related to Transition Needs		
TRANSITION SERVICE/ACTIVITY	PROJECTED BEGINNING DATE	PROJECTED END DATE	FREQUENCY	PERSON/AGENCY RESPONSIBLE	

TYPE OF EVIDENCE INDICATING THE TRANSITION SERVICE HAS BEEN COMPLETED

- | | |
|----------------------------------------------|------------------------------------------|
| <input type="checkbox"/> A. Anecdotal Record | <input type="checkbox"/> D. Rubric |
| <input type="checkbox"/> B. Checklist | <input type="checkbox"/> E. Other (list) |
| <input type="checkbox"/> C. Work Sample | |

COMPETITIVE INTEGRATED EMPLOYMENT

MEASURABLE POSTSECONDARY GOAL:
Age Appropriate Transition Assessment regarding Competitive Integrated Employment (indicating student's needs, strengths, preferences and interests)

Course of Study

Course of Study Statement in the transition plan lists the type of courses in which the child receives instruction during the school year. Course of study requirements will be documented in Section 5 for each of the measurable postsecondary goals. (See sample form on page 15.)

It must have a direct relationship to the postsecondary goals of the student.

- Regular education
- Advanced placement courses
- Specially designed instruction
- Community & employment



“Transition service needs of the child....that focus on the child’s courses of study such as advanced placement courses or a vocational program.”

(From Ohio Operating Standards)

Find out what the student wants to do with their life and what course of study best fits the student.

What other courses are needed? The student’s goals for life after high school may include:



- College/University
- Military
- Junior/Community College
- Internship/Apprenticeship
- Trade/Technical School
- On-the-job Training Program
- Adult Education/Vocational Training

If the student wants to go to college, then college prep classes in high school should be considered. If the student wants to go to the joint vocational school (JVS) his junior and senior year, there are certain classes he must take his freshman and sophomore years.

Transition Assessment

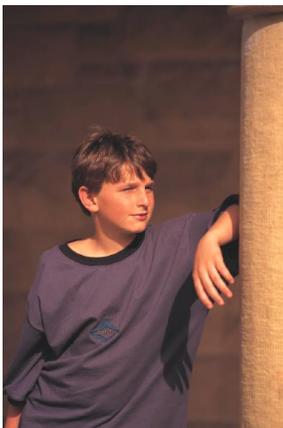
- First step in the transition process
- Assessment must be “age appropriate”
- Helps the student and team determine the following:
 - What do I want to do in life?
 - Where do I want to work?
 - Where do I want to live?
 - What are my strengths?
 - What are my needs?
 - What is my current functioning level?
 - What are some of the barriers to reaching my goal?



The Division on Career Development and Transition (DCDT) of the Council for Exceptional Children defines transition assessment as an “....ongoing process of collecting data on the individual’s needs, preferences, and interests as they relate to the demands of current and future working, educational, living and personal and social environments.”

Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the IEP.

Transition assessment may be given in two formats - formal or informal. Types of formal transition assessment include:



- behavioral assessment information,
- aptitude tests,
- interest and work values inventories,
- intelligence tests and achievement tests,
- personality or preference tests,
- career maturity or readiness tests,
- self-determination assessments,
- work-related temperament scales, and
- transition planning inventories.

Types of informal transition assessments include:

- interviews and questionnaires,
- direct observations, and
- curriculum based assessments.

Reasons for transition assessment include:

- to develop IEP goals and objectives for the transition component of the IEP
- to make instructional programming decisions, and to include this information in Present Level of Performance or Profile section of the IEP with regard to the student's interests, preferences and needs.

This is a great way to learn more about the student and to assist in helping to make better recommendations for the student in order to achieve their postsecondary education or life goals.

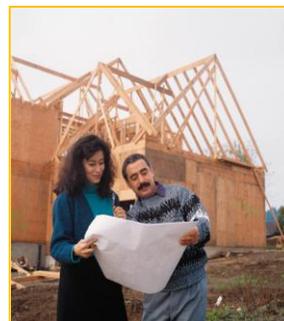


IEP Development and Transition

THE PLAN COMES TOGETHER!

Steps to making it happen:

- Future Planning
- Profile
- Statement of Transition Service Needs
- Postsecondary Education and Training
- Employment
- Independent Living (as appropriate)



Starting with the Future Planning and Profile sections of the IEP, information related to adult living, working and learning should be included in these sections.

IEP Section 5 should include the student's course of study, advanced placement, vocational education, career tech, and how the child's course of study relates to the transition plan. It may be that the student needs a specific course to pursue a specific vocation, ex: mathematics or courses including measurement for carpentry.

The IEP team needs to make sure any Age-Appropriate Transition Assessment Information also is included in Section 5.



Postsecondary Goals in the IEP

Building the future!

In the IEP, under each area that is addressed in the Postsecondary Transition Section 5, the IEP team will need to enter a goal, or goals that may be completed after the child graduates from high school.



Since these goals are postsecondary goals, the school district writing these goals is not responsible for ensuring that each goal is completed; however, the district will need to show a good faith effort to provide the student with the courses, training, supports and services that should lead to his/her being able to pursue and to complete these goals.

If the IEP team develops a goal that combines the measurable postsecondary goals, i.e., education and training, employment and independent living (as appropriate), the team should make note of that in the areas in which this goal would have been written if not combined with another goal.

See IEP Section 5 – Postsecondary Transition Services example on the following page.



IEP Individualized Education Program	CHILD'S NAME: _____ DOB: _____ ID Number: _____
---------------------------------------------	----------------------------------------------------

COURSES OF STUDY:			NUMBERS OF ANNUAL GOAL(S) Related to Transition Needs		
TRANSITION SERVICE/ACTIVITY	PROJECTED BEGINNING DATE	PROJECTED END DATE	FREQUENCY	PERSON/AGENCY RESPONSIBLE	

TYPE OF EVIDENCE INDICATING THE TRANSITION SERVICE HAS BEEN COMPLETED

- | | |
|----------------------------------------------|------------------------------------------|
| <input type="checkbox"/> A. Anecdotal Record | <input type="checkbox"/> D. Rubric |
| <input type="checkbox"/> B. Checklist | <input type="checkbox"/> E. Other (list) |
| <input type="checkbox"/> C. Work Sample | |

INDEPENDENT LIVING (as appropriate)

MEASURABLE POSTSECONDARY GOAL:					
Age Appropriate Transition Assessment regarding Independent Living (indicating student's needs, strengths, preferences and interests)					
COURSES OF STUDY:			NUMBERS OF ANNUAL GOAL(S) Related to Transition Needs		
TRANSITION SERVICE/ACTIVITY	PROJECTED BEGINNING DATE	PROJECTED END DATE	FREQUENCY	PERSON/AGENCY RESPONSIBLE	

TYPE OF EVIDENCE INDICATING THE TRANSITION SERVICE HAS BEEN COMPLETED

- | | |
|----------------------------------------------|------------------------------------------|
| <input type="checkbox"/> A. Anecdotal Record | <input type="checkbox"/> D. Rubric |
| <input type="checkbox"/> B. Checklist | <input type="checkbox"/> E. Other (list) |
| <input type="checkbox"/> C. Work Sample | |

FREQUENCY OF WRITTEN PROGRESS REPORTING TOWARD COMPLETION OF TRANSITION SERVICES/ACTIVITIES TO THE CHILD'S PARENTS

Note: Progress Reports must be provided to parents of a child with a disability at least as often as report cards are issued to all children. If the district provides interim reports to all children, progress reports must be provided to all parents of a child with a disability. See OP-6B Transition Progress Report form.

Target Date for Child to Graduate:

Employment Goals



- Full or Part-time
- Independent or Supported Employment
- Volunteer Opportunities
- Job Shadowing
- Internships

Take interest inventories that focus on the child's interests and preferences. Use checklists and questionnaires.

Career Exploration to determine what interests the student has. What careers might they want to explore? Job shadowing is a great way to explore those careers of interest. Sometimes local agencies have job shadowing programs available. It never hurts to contact a place of employment and inquire about a student doing a job shadowing experience with them.

Volunteering is another great way for a child to experience different places of employment. It also helps give the team a good idea of the level of skills that the student possesses.

Vocational assessments will evaluate the work related skills the child has. This will assist in matching the skills the child has to an appropriate job to consider. But, the team still needs to make sure that the focus remains on the child's interests and the desires they have for their life. In order for the child to be successful, the team must make sure that the needed supports are provided to the child.

Examples of employment goals:

- After graduation, I, Sue, will have a job working as a cosmetologist.
- After graduation, I, Tom, will have a job working with electronics.
- After graduation, I, Ryan, will have a full-time job through supported employment with help from a job coach.

These are measurable, because we know exactly what the student will be doing (and by when) after graduation....remember if you can see it or count it, it is measurable!



Education Goals

- College
- Technical Training
- On the Job Training
- Community College
- Apprenticeship
- Military

When the team looks at education, the team needs to ask - Does the child want to further their education after graduation? If so, how can the IEP team assist the student with this goal? Find out what their plans are and what type of program might best fit their desired goal: 2 year program, 4 year degree, a program at a vocational school in the adult education program, or a technical school.

Help the student determine what the entrance requirements are. Have the requirements been met; or, is the student on the right track to completing those requirements? Is the student taking the appropriate courses in High School to prepare them for college?

Assistance with locating funding, grants or scholarships, helping with the application process and doing whatever the team can do to help the student to be prepared, no matter what they may chose as further education, is critical.

Does the student know what their rights are for accommodations, such as, extended time on the SAT or ACT?

Has the student been taught any self-advocacy skills? There are NO IEP's in college. The student should be aware of Section 504 of the Rehabilitation Act of 1973 regarding accommodations in college.

Examples of education goals:

- Sue will attend the Buckeye Vocational school taking courses needed for cosmetology.
- Tom will attend the ATT Technical College after graduation taking courses in electronics.
- Ryan will participate in a variety of vocational tasks to assist with transition to an adult day program.

Independent Living Goals

- Budgeting Money & Finances
- Communication Skills
- Transportation
- Health Related Issues
- Self-advocacy Skills



Upon completion of high school, Sue will have the skills needed to manage her finances to be self-employed, to manage tips, and health care needs.

Tom needs to increase his self-advocacy skills by becoming more aware of his disability, and by finding out what services and supports are available prior to attending the technical center.

Upon completion of high school, direct care staff will provide Ryan with a variety of vocational and social/recreational exposures such as material handling, computer, exercise/therapy classes, as well as leisure time.



Transition Services/Activity (Action Plan)

At age 14, transition is a required component of the IEP and measurable postsecondary goals must be written.

Once the IEP team has written goals in each of the required areas of the transition plan, Education and Training, and Employment, and, determined if it is necessary for the student to have a goal in the area of Independent Living, then the team needs to address Transition Services.



Transition Services are a coordinated set of activities or strategies designed within a results-oriented process. These are the services or activities that will need to happen in order for the child to achieve their postsecondary goals. Sometimes the activities or services overlap.

The services and/or activities listed on the IEP cannot always be provided by the school district alone. Students, their families, and adult service agencies are all responsible for helping the student achieve their postsecondary goals.

Examples of Transition Services/Coordinated Set of Activities:

- Contact local college for disability documentation policy
- Enroll in vocational education classes
- Explore city/county transportation options
- Receive orientation and mobility training in place of employment

When determining the Transition Services, here are some questions for the team to ask themselves:

- What skills will he/she need to have?
- What abilities will he/she need to have?
- What will he/she need to know how to do?
- What will he/she have accomplished by graduation?

- What will he/she have or need in the areas of postsecondary education or training?
- What does he/she enjoy doing?



Some of the services that will be needed will be linked to outside agencies and they will be the responsible party in helping the child achieve his/her goal.

It is extremely important to not leave out the area of Related Services. The student may need some related services after high school; therefore, it is important to make those links early.

Some specific suggestions of things the team and student should consider:

- Learn about Americans with Disabilities Amendments Act of 2008
- Take drivers education classes
- Register to vote
- Register for Selective Service (males at age 18)
- Visit places in the community to shop
- Job shadowing in a career of interest
- Learn self-advocacy skills
- Learn time management skills
- Explore insurance needs
- Learn about local agencies that offer support and services to people with disabilities
- Need for financial aid

Who is Responsible?

Everyone...parents, educators, student and community agencies will *all* play a part in helping the student achieve their goals. More than one person may be responsible for a Transition Plan Goal:

- Parent & Local Agency
- School District & Local Agency
- Local Agency & Student



Self-Advocacy

Help the student to have a voice!

- Learn to take control of their own life
- Learn to speak out/up for themselves
- Learn to control their own resources and how they are directed
- Know they have the right to make life decisions

(Taken from wikipedia.org – Self-advocacy)



It is extremely important for the student to have an understanding of their disability and how it will affect them in different areas of their life.

The student needs to be aware of their strengths and their needs. The team needs to make sure that the focus is not always on what the student *cannot* do, but what they *can* do. All too many times the focus is on the negative, and that is not the way to get positive or successful results.

The child needs to know and to understand that they have rights and responsibilities and have an understanding of them, whether they chose to further their education, or start working. They also may need to learn how to provide documentation regarding their disability, as well as, what accommodations and supports are required to help them to be successful. This may be needed in an educational setting or in the work place.

All of these areas are important, but it is even more important that the student learn to take control of their own life, to speak up and out, to control their own resources and how they are used.

Everyone has the right to make life decisions, and so often, these rights are taken away from people with disabilities.

Transfer of Rights

While a child is under the age of 18, the natural/biological or adoptive parent, not a foster parent, is the “natural guardian” and has the ability to make decisions for the child without court involvement. In Ohio children become legal adults at age 18, or age of majority. That means that the right to make educational decisions transfers from the parents to the child.

There should be a discussion with the child about transfer of rights starting at age 17 and their rights should be reviewed with them during this time. The student may choose to have their parent continue to make educational decisions for them, including signing the IEP. This discussion needs to be written and included with other IEP documents.

Sometimes there are concerns about the student being able to make decisions on their own behalf. If that is the case, then guardianship should be considered. Guardianship must be addressed before the age of majority is reached in order for the parents to maintain educational rights for their child. A guardian is authorized to act as the child’s parent, and is authorized to make educational decisions for the child.

A Guardian ad litem may be appointed to act as the child’s parent and is authorized to make educational decisions for the child (but not the state if the child is a ward of the state). This person can sign the child’s IEP.

Guardianship is done through the court system and generally needs the assistance of an attorney. Guardianship is necessary when a person has a physical or mental disability or chronic substance abuse problem that renders him or her incapable of taking proper care of his or her person or property, which can range from the person’s inability to give informed consent for IEP services or medical care to not being able to manage his or her own bank account. The person under guardianship is referred to as a “ward.”

There are many people with disabilities who need some assistance, but do not require a guardian. In these situations, there are some less restrictive alternatives to guardianship that may be better.

Less Restrictive Alternatives to Guardianship

Representative Payeeship or Authorized Representative - If the person's only significant income comes from government benefits, it may not be necessary for the person to have a guardian of the estate or a plenary guardian. A representative payee may be able to manage all of the person's financial needs. A representative payeeship or authorized representative may be available for state and federal benefit or entitlement programs including but not limited to regular Social Security, SSDI (Social Security Disability Insurance), VA (Veterans Administration) benefits, Railroad Retirement Benefits, welfare benefits, and Black Lung benefits. For more information about representative payeeships contact the appropriate government office [the Social Security Administration (SSA), Department of Veteran Affairs (VA), Office of Personnel Management (OPM), Railroad Retirement Board (RRB)].

Trust - A trust could be used instead of a guardianship of the estate, to handle funds for the person.

Conservatorship - A "conservator" is a person appointed by the probate court at the request of a mentally competent adult who is physically unable to manage certain aspects of his or her life. The person requesting the appointment of a conservator specifies the powers requested on the Petition for Conservatorship. If a person is mentally competent but has a physical disability that limits the ability to manage matters, the person can:

- Ask the probate court to appoint a conservator.
- Choose the person who will become the conservator.
- Dismiss the conservator if the person wants to change to a different conservator.
- Specify to the court just what authority he or she wants the conservator to have.
- Ask the probate court to end the conservatorship because the person's physical disability has decreased and a conservatorship is no longer necessary.

Adult Protective Services for Adults with Developmental Disabilities - A court may order a county board of Developmental Disabilities to provide protective services for up to one year to an adult with mental retardation or other developmental disability who is being abused or neglected, if that adult lacks the capacity to protect him or herself.

Long-term Care Ombudsman - If the person lives in a nursing home or adult care facility and has unmet needs or problems with care, the long-term care ombudsman can help. Ombudsmen take complaints about long-term care services, and voice the person's needs and concerns to nursing homes, home health agencies, and other providers of long-term care. The Ombudsman Office works with the long-term care provider, the person, the person's family, or other representatives to resolve problems and concerns about the quality of services. Ombudsmen link people with the services or agencies needed to live a more productive, fulfilling life, provide advice on selecting long-term care in Ohio,

provide information about the rights of consumers, and provide information and assistance with benefits and insurance. If you have questions, concerns or complaints about any long-term care service, contact your regional Long-Term Care Ombudsman.

Protection Orders - It would be too restrictive to take away a person's rights through a guardianship in order to keep that person safe, when it might be possible to accomplish the same thing with a court order of protection. A person may also be able to ask that a court order someone who is hurting that person or threatening to hurt that person to stay away and not have any contact. There are two kinds of protection orders: a Civil Protection Order which can last up to 5 years or a Temporary Protection Order which is issued by a criminal court judge.

Powers of Attorney - A power of attorney is a legal document that gives someone else authority to act on a person's behalf. A person must be competent when he or she gives someone else this authority. Powers of attorney can be revoked at any time. If you are thinking about creating a power of attorney, you should consider that there is no oversight of the person acting with the power of attorney and, because of this, it can be used in ways contrary to your interests. An example of one type of a power of attorney would be when a competent person gives someone else the power to make health care decisions for him or her at a later time through a durable power of attorney for health care. For more information about Powers of Attorney or health care visit the [Advance Directives](#) section of LRS website.

Circle of Support, Volunteer Advocate, and Good Programs and Services - An alternative to guardianship is to make sure the person has a support system that meets all of the person's needs and advocates in the person's behalf.

What is the conflict of interest provision concerning providers of services?

Ohio law prohibits someone who is providing services to a person with mental retardation or developmental disabilities from also serving as the person's guardian. This provision is based on the assumption that it would be impossible for a person who is providing services to also be an effective advocate if problems arise with that service provider. The court will send notice that the guardianship application has been filed to all next of kin who live in the state, in case they wish to object to the guardianship. It will also ask a probate court investigator to interview the prospective ward and people who know him or her, and to make a recommendation to the probate court as to whether the guardianship is necessary. The investigator will also give the prospective ward information about his or her rights in the process.

Disability Rights Ohio - Service for People with Disabilities
<http://www.disabilityrightsohio.org/faq-guardianship>

Summary of Performance

A Summary of Performance is given when the student graduates or exceeds the age eligibility for Free Appropriate Public Education (FAPE) under State law, a public agency must provide the student with:

- Summary of the student's academic achievement and functional performance
- Recommendations on how to assist the student in meeting their postsecondary goals



This document usually is not recognized by colleges and university as documentation of disability.

It may be used to help a college or employer understand the goals the student has for life after graduation, and what accommodations and supports the child may need in order to be successful.

There is no state form for the summary of performance, but it must be a written document developed between the student and the school.

“Backwards” Planning

Just like in building a home, the IEP transition team is building a child’s future! No one would think of building a home without an idea of the finished product or without having all the blueprints and plans in place. Why would a child’s future be any different?

The team needs to have a well thought out and appropriate transition plan in place for children with disabilities.

The transition plan is built upon what we want the results to be. Steps to successfully build a home include:

- Start with what you want as the finished product
- Design a good floor plan
- Contact the appropriate people to assist you (each one will play an important part)
- Lay the foundation
- Have a time frame as to when it will be completed

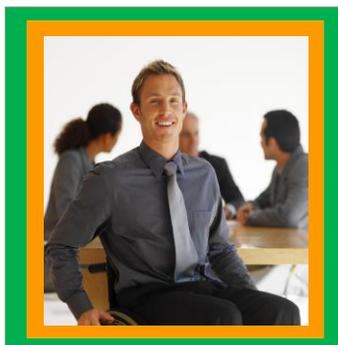
No one would think of building a home without having all the right people lined up to do their part when it came time.....the block layer, the carpenter, the electrician, the plumber.....all these people are necessary in order to achieve results! The same is true of the child’s transition team.

The transition team is building....building a child’s future!



Resources

- Technical Assistance Guide for Transition in the IEP, developed by Transition Services Liaison Project (TSLP) 2009.
<http://www.tslp.org/docs/TAGuide040112.pdf>
- Transition Tool Kit - The Parent Information Center (Writing the Transition Plan in the IEP).
<http://www.nhspecialed.org/documents/Writing%20the%20Transition%20Plan.pdf>
- Transition Tool Kit - The Parent Information Center (What Else Do I Need To Know?).
<http://www.nhspecialed.org/documents/What%20Else%20Do%20I%20Need%20to%20Know.pdf>
- Self-Advocacy Definition - www.wikipedia.org
- Ohio Operating Standards – “Operating Standards for Ohio Educational Agencies Serving Children with Disabilities 2008”
http://www.edresourcesohio.org/files/Operating_Standards_for_Ohio_Educational_Agencies_Serving_Children_with_Disabilities_2008.pdf
- Ohio Department of Education, Office for Exceptional Children: IEP Annotations http://www.edresourcesohio.org/files/iep_annotations.pdf
- ADA Amendments Act of 2008. <http://www.access-board.gov/about/laws/ada-amendments.htm>
- Disability Rights Ohio -Service for People with Disabilities
<http://www.disabilityrightsohio.org/faq-guardianship>





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