

BSD Special  
Education  
Family  
Resource  
Training Series  
1.29.26





# Housekeeping

- Questions during presentation
- Feedback forms about tonight's session will be available via Microsoft Forms at the end
- For translation services for those on Teams, please open up Google Translate on your smartphone
- Don't forget to record this session!



This event is  
organized &  
hosted in  
partnership with  
the Bellevue  
PTSA Council



# Objectives



- How Transition Planning **drives the IEP** under IDEA
- The Transition Plan
  - **Age-Appropriate Assessments**
  - **Post-Secondary Goals & Transition Services**
  - **Course of Study**
  - **Agency Linkage**
  - How Measurable IEP Goals support the post-secondary goals
- **Post-School Options**
- **College Ready**



# Transition Services is defined as....

- “A set of coordinated activities designed to be a results-oriented process that facilitates the successful movement from school to postsecondary living” - WAC 392-172A-01190
- “ Is designed to be within **a results-oriented process**, that is focused on improving the academic and functional achievement of the student **to facilitate his or her movement from school to post-school activities**, including postsecondary education, vocational education, integrated employment, supported employment, continuing and adult education, adult services, independent living, or community participation” - WAC 392-172A-01190
- Must be included in a student's IEP beginning the year in which they reach age 16, at the very least, or earlier if the IEP team determines it is appropriate
- There are 6 essential steps to a transition plan



100



# Transition Planning is NOT

- Just one single section of the IEP
- Just for students in the Transition Program
- Optional (for students 16 & up)
- The same for each student

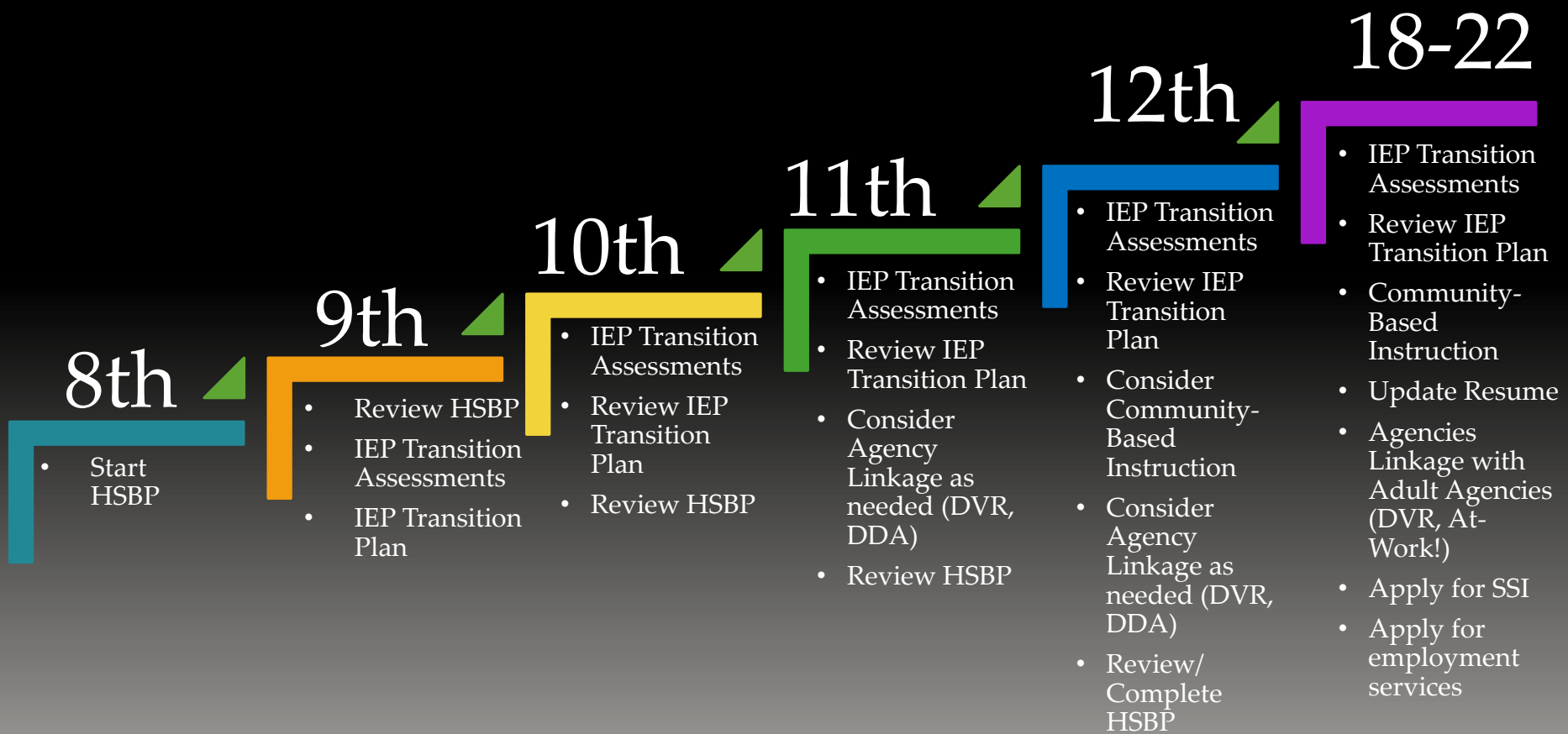


# Transition- Age Student Participation

- By law, students ages 15+ must be invited to participate in IEP meetings
- Transfer of Rights

WAC 392-172A-03095 (2)





*\*Please note, this is a general guide. Timelines can be individualized to meet a student's needs.*

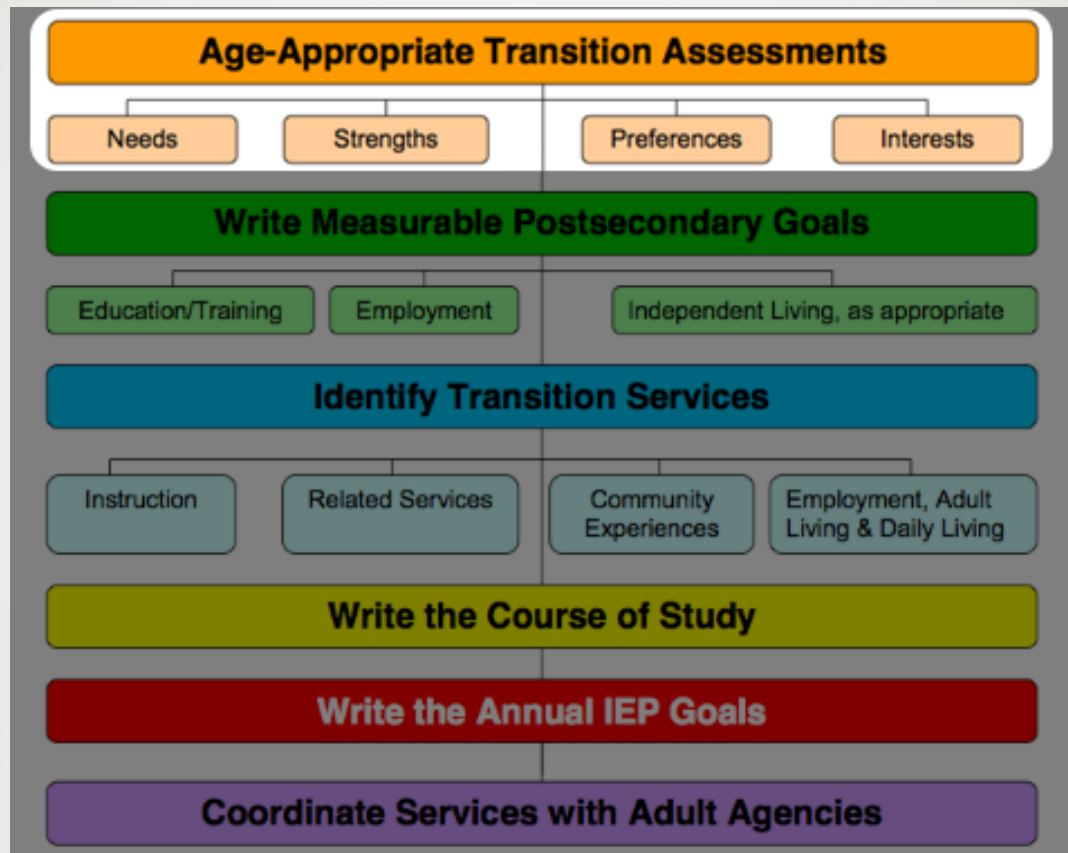




Everything in an IEP at this age should support the post-secondary goals for that student's future



# Age-Appropriate Transition Assessments



## Age Appropriate Transition Assessment

### Needs

Based on \_\_\_\_\_ most recent evaluation, she demonstrates need for continued improvement in the following areas:

- Increase active engagement and participation with peers and teachers during instructional time
- Identify and implement adaptive coping strategies to manage anxiety around speaking in front of others during instructional time and taking tests and other assessments
- Increase rate of task completion through development of executive functioning skills
- Improve ability to answer inferential questions about reading passages
- Improve skills in applying math to solve real-world problems

### Strengths

Based on a student interview conducted on 10/15/21, \_\_\_\_\_ sees the following as areas of strength:

- working hard
- empathetic towards others
- asking for help when needed (self-advocacy)
- wanting to do well academically
- technology (accessing Microsoft tools)

### Preferences

Based on a student interview conducted on 10/15/21, \_\_\_\_\_ sees the following as preferences:

- Living at home while she accesses Bellevue College
- Carpooling with her mom to BC the first year.
- Work to get her drivers' license the second or third year of college
- \_\_\_\_\_ would prefer to live in the city or suburbs when she lives on her own.
- She would also prefer to live with a roommate
- working independently versus in groups

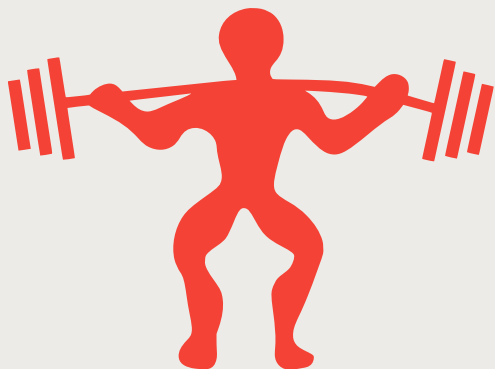
When asked about \_\_\_\_\_ special education services and options, she shared that she would prefer to stay in PASS class and would prefer to work on her social skills in her general education courses rather than being placed in a Social Skills class. \_\_\_\_\_ feels she has made significant growth in her social skills and teachers that have had \_\_\_\_\_ in the past agree with this statement.

# What this looks like in the IEP



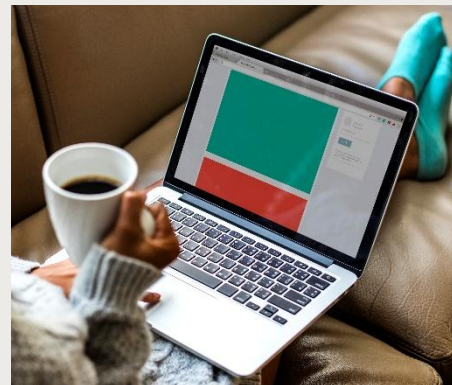
## Strengths (talents/skills)

What strengths does the student have in meeting some of life's demands as they relate to education/training, employment & independent living?



## Preferences (desired work/school or living environment)

What options will motivate the student and make him/her happiest and productive?



## Interests

(desired career/line of work/personal interests/hobbies)

What are the student's interests, current and in the future? What experiences promote curiosity & catch their attention?



## Needs

(accommodations/modifications, & other supports)

What are the main barriers to the student reaching postsecondary activities?



**CHECKLIST**

- ? \_\_\_\_\_
- ? \_\_\_\_\_
- ? \_\_\_\_\_
- ? \_\_\_\_\_
- ? \_\_\_\_\_

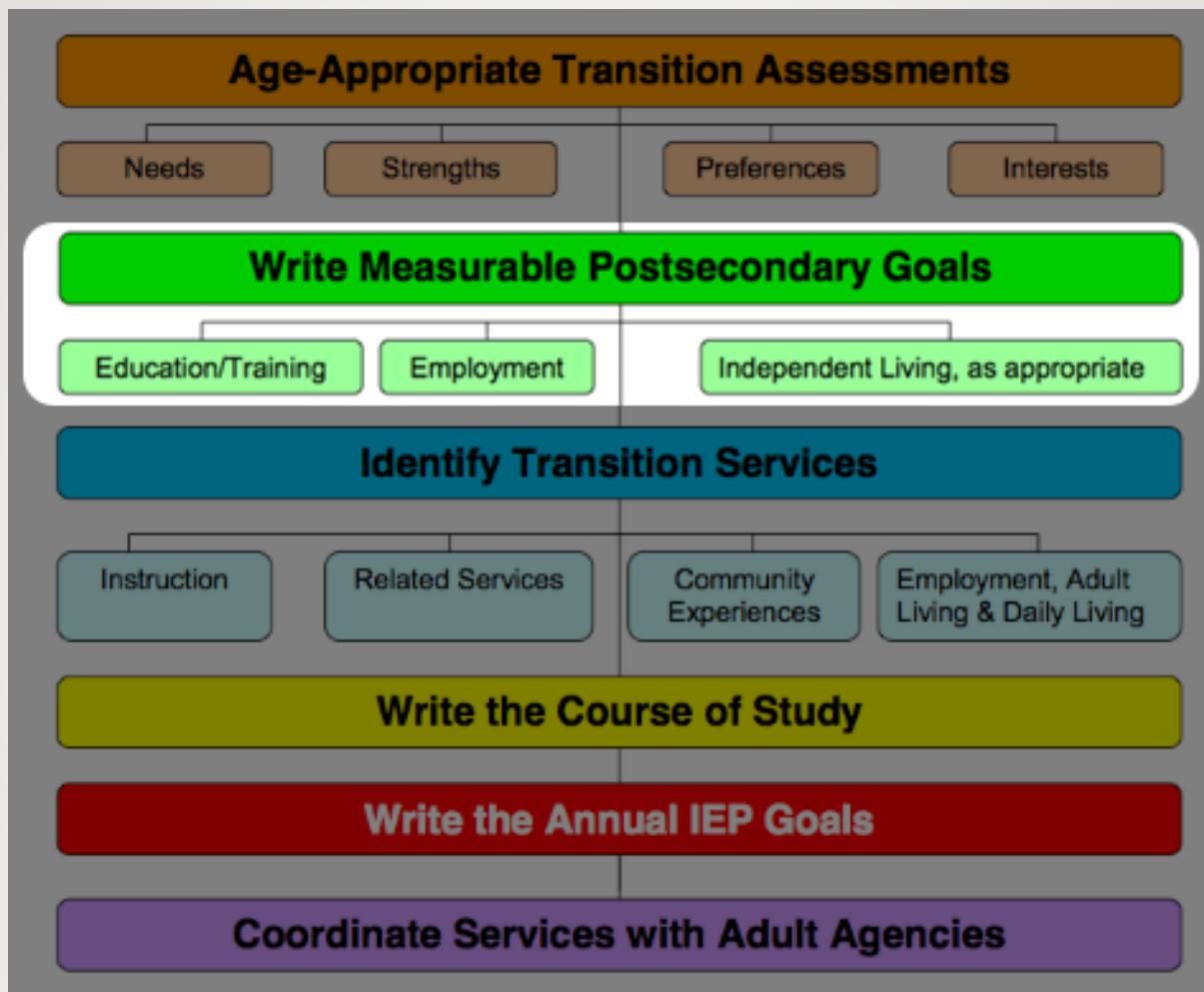




| Informal                                                                                                                                                                                                                                                    | Formal                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>✓ Observations</li> <li>✓ Student Interview or Report</li> <li>✓ Parent or Caregiver Report</li> <li>✓ Teacher Report</li> <li>✓ Interviews &amp; Questionnaires</li> <li>✓ Curriculum Based Measurements</li> </ul> | <ul style="list-style-type: none"> <li>✓ Evaluations &amp; Intelligence Tests</li> <li>✓ Achievement Tests</li> <li>✓ Transition Planning Inventories</li> <li>✓ Interest/Skills Inventories</li> <li>✓ Adaptive Behavior/Daily Living Skills Assessments</li> <li>✓ Self-Determination Assessments</li> <li>✓ Employee Evals</li> <li>✓ College Entrance Exams</li> <li>✓ Naviance</li> </ul> |



# Post-Secondary Goals



### Post Secondary Goals/Outcomes

Define and project the desired post-secondary goal as identified by the student, parent, and IEP team in the available content areas. Transition Services may be special education, if provided as specifically designed instruction or related services. These services would be included in the Service Matrix section of the IEP.

#### Content Area: Education/Training

Upon leaving public school [redacted] will attend Bellevue College to study an area of interest such as performing arts/theater arts.

##### Transition Services

[redacted] will participate in college and career exploration in her social skills and/or PASS class. She also has access to a variety of performing arts classes at NHS (i.e. composing music and theater).

##### Staff / Agency Responsible

Bellevue School District

#### Content Area: Employment

Upon leaving public school [redacted] will gain employment within the field of performing arts/theater arts.

##### Transition Services

[redacted] will participate in job exploration, resume building, and interview practice in her social skills and/or PASS class. She also has access to a variety of performing arts classes at NHS (i.e. composing music and theater)

##### Staff / Agency Responsible

Bellevue School District

#### Content Area: Independent Living

Upon leaving public school [redacted] will advocate for accommodations at Bellevue College through the Disability Resource Center.

##### Transition Services

[redacted] is enrolled in PASS and Social Skills where she will work on self advocacy, as well as specially-designed instruction in social skills to become more independent both academically and personally.

##### Staff / Agency Responsible

Bellevue School District

# What this looks like in the IEP



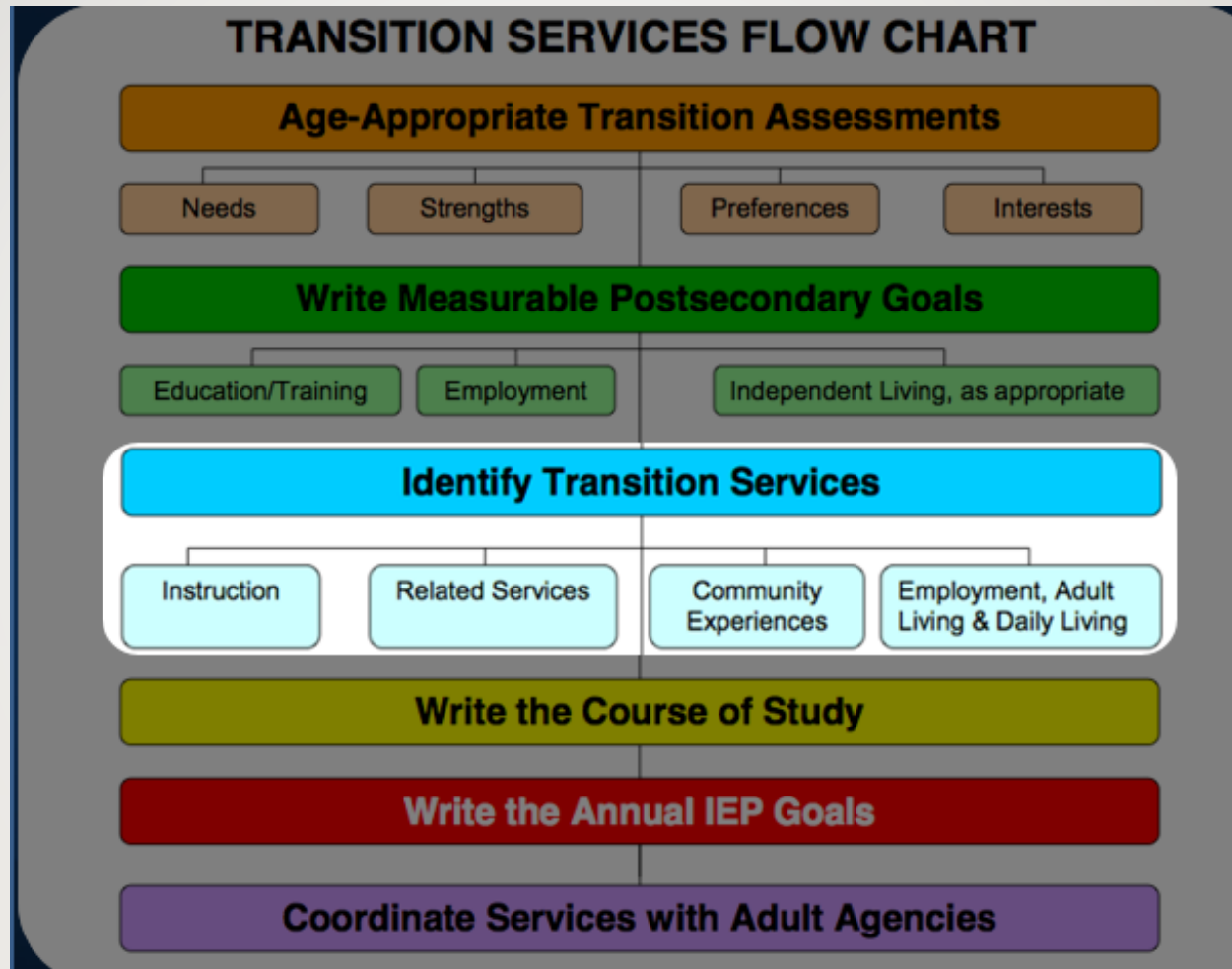


- Managing time
- Managing materials in a college class
- Managing a calendar
- Self-awareness & advocacy
- Goal Setting
- Decision making
- Cooking meals
- Getting self ready in the morning
- Making appointments (dr appts, school appts, social dates, etc)
- Social Media/Internet Safety
- Doing Laundry

# Preparing for Independent Living



# Transition Services



What are the services that (while student are **IN** school) will be provided during this IEP cycle to help meet post-secondary goals (when student is **OUT** of school)?



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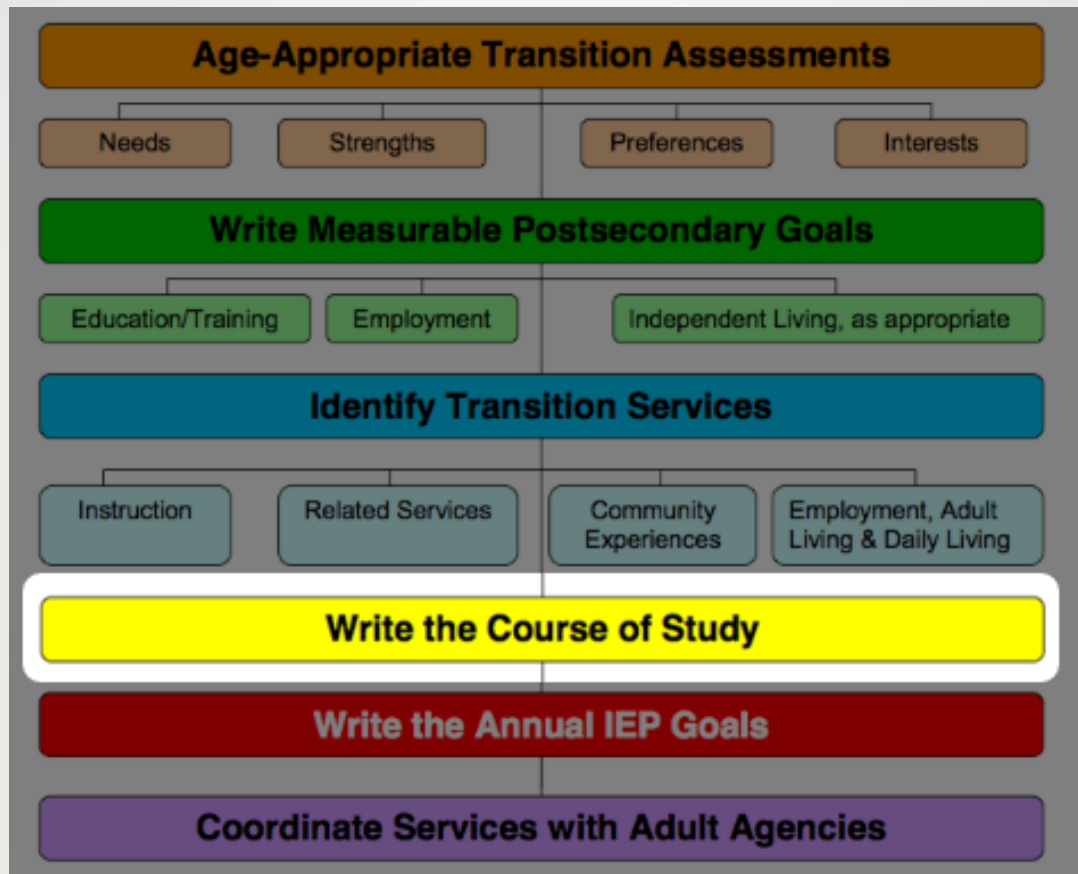


# Transition Services Examples

- Enrolled in \_\_\_\_\_ classes
- (Informal) Evaluation for \_\_\_\_\_ in relation to post-secondary goals
- CTE Classes
- Specific instruction & skills: budgeting, interviewing skills, ath, reading informational text, time management skills, etc.
- Job shadowing experiences
- Career exploration
- Life skills/independent living instruction: personal grooming, navigating public transportation, setting up appointments, etc.
- DVR pre-employment planning (Pre-Ets) for students in high school
- Can include instruction, community experiences, & related services



# Course of Study



# Course of Study

- A current & future description of coursework and/or activities to achieve the student's desired post-school goals.
- **WAC 392-172A-03090-A** course of study includes, but is not limited to: vocational education opportunities, participation in advanced placement classes, work-based learning (including community experiences), etc.



# Meaningful Discussions at the IEP Meeting

- What does student want to do after school is over?
- Which courses should student take in school that aligns with their post-secondary goals?
- What supports are set up to support the student's postsecondary outcomes?  
Consider the following:
  - Accommodations
  - Modifications to gen. ed work
  - Paraeducator support



# (Some) Post-School Educational Options

- **2- or 4-year College or University**
- **Trade Schools**
  - Renton Tech
  - Lake WA Institute of Technology
- **College Programs for Students' w/ Disabilities**
  - ROAR at WSU
  - OLS at Bellevue College
  - Neurodiversity Navigators at Bellevue College
  - Highline Achieve
- **Employment**
  - Competitive
  - Supported employment (with a job coach)
- **Continuing Adult Education**
- **Social/Recreational Day Programs**





- A 2-year inclusive postsecondary education program for students with ID and DD in Eastern WA
- Individualized programs of study in education, vocation, social skills, and independent living through
- Employment focused program
- Complete WSU audit courses with same-aged peers
- On-campus living
- Click [here](#) to visit website



# SOME ROAR PROGRAM ELIGIBILITY BENCHMARKS

- 4th grade or higher reading, writing, math levels
- Exhibits responsible and socially adaptive behavior without supervision
- Has sufficient emotional and independent ability to participate in all aspects of the WSU ROAR Program;
- Ability to accept personal responsibility for actions and maintains respect for self and others;
- No history of disruptive or aggressive behavior





- An associate degree program for students with learning disabilities. Individual & group support
- 4 years worth of classes but they are part-time (8 credits per quarter)
- Community Activities integrated in most courses
- Click [here](#) to visit website



# SOME OLS PROGRAM ELIGIBILITY BENCHMARKS

- High School Completion
- 70+ IQ
- 4th grade or higher reading, writing, math levels
- Independently regulate emotions to participate in classwork.
- Plan transportation to arrive to campus and class on time.
- Commitment to attend and participate in two 90-minute class sessions per day and dedicate an average of three hours to homework each week.





- Provides educational, advocacy, & access services to neurodivergent students at BC pursuing their choice of degrees and / or /certificates.
- Areas of focus include **Executive Functioning, Social Interaction, Self-Advocacy, and Self-Regulation.**
- Individual & group support
- Take academic classes designed to increase self-knowledge in career preparation and the above areas of focus.
- Click [here](#) to visit website



# SOME NEURODIVERSITY NAVIGATORS PROGRAM ELIGIBILITY BENCHMARKS

- Be a matriculated BC student, assessed at English level 072 or above via the Testing Center (no high school transcripts).
- Identify as autistic, or otherwise neurodivergent, and meet with a program administrator to ensure that the student understands the program
- Be taking a minimum of 7 credits at BC during the quarter or quarters they are in the program (not taking NdN courses only, summer excluded)
- Participate in assigned weekly meetings with peer mentor
- Participate in a weekly NdN class (8 course series) each quarter





- Community college certificate program
- Includes credit & non-credit classes
- Intensive advising
- Involvement in campus life
- Participation in community-based internships
- Assistance with paid job placement
- 2 Available Tracks
  - Fast track to Employment Certificate (1 year)
  - Comprehensive Transition Certification (2 years)
- Click [here](#) to visit website



# SOME ACHIEVE ELIGIBILITY BENCHMARKS

- Want a job and a community college experience
- Be eligible for funding and willing to apply to community resources, or willing to use a private pay option
- Be at least 18 years of age
- Be able to attend to personal care needs or provide a personal care attendant
- Remain an active participant throughout the length of the program
- Be able, after an initial orientation and training, to safely and independently navigate the campus
- Be willing to utilize public transportation (e.g., Access Transportation, public transit) if not a licensed driver

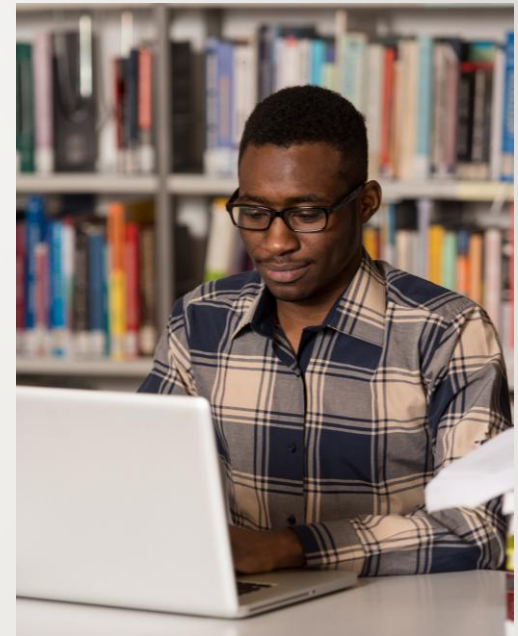


What does it mean  
to be college  
ready?



# Characteristics of college bound student

- Self advocacy skills
- Self aware
- Perseveres
- Demonstrates effective and independent study & work habits



# Colleges don't have the same legal obligations

They don't have to

- Provide or implement IEPs
- Provide specialized instruction or tutoring
- Provide the same academic supports provided in high school



# Legal Obligations of Colleges

The federal civil rights laws and Americans with disabilities acts (ADA)

- *Ensure equal access for people with disabilities*
- *Protect people from discrimination*

thus, Colleges **provide accommodations.**

Some college may provide additional support (tutoring or coaching) for a fee.

More personalized support or help (making a study guide, reframing study questions, helping with a homework/study schedule) is not likely.



# Typical College Accommodations

- Use of note takers for class lectures
- Provision of audio recordings for lectures
- Use of a laptop in the class
- Taking exams in distraction reduced room
- Preferential registration
- Extended time on tests



# Employment Bound?

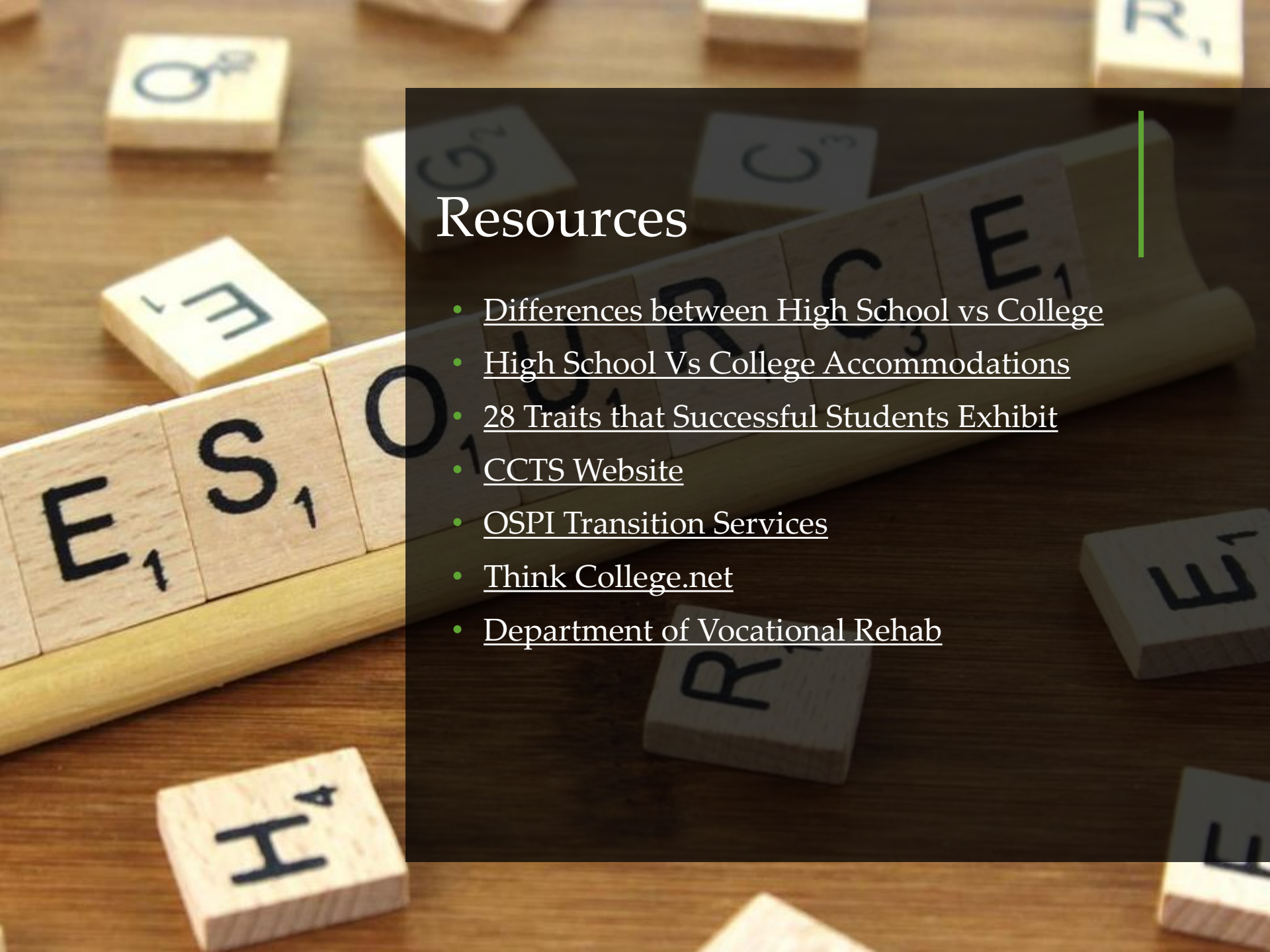
- DVR (Department of Vocational Rehab) under DSHS (Department of Social & Health Services)
- Can Support students upon graduation with getting a job OR during school with pre-employment services (next slide)
- **Short-term** individualized vocational rehabilitation counseling
- Vocational Counseling
- Setting up job interviews
- Benefits planning meetings
- Reach out to your young adult's IEP Case Manager to connect with a DVR counselor

# DVR Pre-Employment Services

- For any student 16-22 with a documented disability (does not have to have an IEP)
- Already present in some of the High Schools during Pass or Pre-Voc Classes
- **Workplace Readiness**
  - **Purpose:** Preparing students for entering the world of work and living independently.
  - **Sample Services:** Soft skills training, time management, punctuality, financial literacy, mock interview, resume building, accessing services/supports.
- **Work-Based Learning**
  - **Purpose:** Try out jobs or gain work experience prior to graduation.
  - **Sample Services:** Job shadowing, workplace tours, informational interviews, paid internships.
- **Self-Advocacy**
  - **Purpose:** Students learn rights, responsibilities, and how to request accommodations or services/supports needed during transition to post-secondary education and employment.
  - **Sample Services:** Instruction on when/how to disclose disability. Instruction on when/how to request accommodations. Instruction on self-determination.



Any  
Questions

The background of the slide features a close-up, slightly blurred photograph of numerous wooden letter blocks scattered on a wooden surface. Some blocks are arranged in a row, showing letters like 'E', 'S', and 'O'. Other blocks are scattered around, showing various letters and symbols like 'Q', 'F', 'H', 'R', and 'C'. A semi-transparent dark grey rectangle is overlaid on the right side of the image, containing the text and a green vertical line.

# Resources

- [Differences between High School vs College](#)
- [High School Vs College Accommodations](#)
- [28 Traits that Successful Students Exhibit](#)
- [CCTS Website](#)
- [OSPI Transition Services](#)
- [Think College.net](#)
- [Department of Vocational Rehab](#)

# Contact Info

- Jennifer Strehle: [strehlej@bsd405.org](mailto:strehlej@bsd405.org)
- Erin Treiber: [Treibere@bsd405.org](mailto:Treibere@bsd405.org)





Thank  
You!