

A P A R E N T Q U I C K G U I D E T O

Postsecondary Transition

This page contains a summary of information that parents may use to guide their active and equal participation on their child's team. The content is only a summary and further exploration of listed resources is encouraged.

POSTSECONDARY TRANSITION - the planning for and moving of your child with a disability from high school to post-school activities (such as college, employment, training, and living)

TERMS TO KNOW

AGE-APPROPRIATE TRANSITION ASSESSMENT (AATA) - is an ongoing process of collecting data on your child's preferences, interests, needs and strengths in current and future working, learning and living environments. The data is the basis for defining goals and services to be included in the IEP.

COURSE OF STUDY – is the type of classes you child will take throughout his/her high school years, for example, college preparatory, career-technical, or life-skills.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) - is a written document for a child with a disability that outlines the educational goals, objectives, supports, and services for your child.

OHIO CORE GRADUATION REQUIREMENTS – three options for children with disabilities determined by the IEP team: complete the required CORE classes of the district, opt-out of the required CORE classes, or, meet the goals on his/her IEP.

POSTSECONDARY GOAL - is a goal that your child plans to achieve after leaving secondary school.

SELF-ADVOCACY - is an individual's ability to effectively communicate, convey, negotiate or assert his or her own interests, desires, needs, and rights. It involves making informed decisions and taking responsibility for those decisions.

SUMMARY OF PERFORMANCE (SOP) - is a summary of your child's academic and functional performance along with recommendations that can assist your child in meeting postsecondary goals. The SOP is provided when your child graduates or ages out of services. It does not have to be completed as part of an IEP meeting.

TRANSITION SERVICE - assists your child's movement from school to post-school activities and is based on your child's preferences, interests, needs and strengths.

PARENT PREPARATION

- Where does my child intend to live, work and continue learning after high school?
- How well do my child's future goals match his/her preferences, interests, needs and strengths (PINS)?
- Is my child an active participant in the IEP meeting?
- Does my child understand his/her disability and can self-advocate?
- Have other agencies currently working with my child been invited to the IEP meeting?

QUESTIONS TO CONSIDER WITH THE TEAM

- What skills does my child need to self-advocate?
- How will my child meet Ohio Core Graduation requirements?
- How many years will my child attend high school?
- What classes will prepare my child with skills needed to achieve post-school goals?
- Do the postsecondary goals in the IEP reflect my child's preferences, interests, needs and strengths (PINS)?
- How do my child's current skills compare to those needed to achieve the future goals?
- Will the transition services/activities, course of study, and annual goals in the IEP support my child's movement toward postsecondary goals?
- Has the team involved outside agencies that can support my child's movement toward the postsecondary goals?
- Are accommodations/modifications in the IEP appropriate for the adult environment and do they maximize independence for my child?
- Will my child require direct experience and instruction to learn life and job skills?
- Are there work opportunities for my child while still in high school?
- If this is the final year of high school for my child, has a Summary of Performance been completed?
- How does my child locate disability services after high school?

RESOURCES

Contact your local school district

State Support Team Region 6 _____ 800.686.2945 _____ www.sst6.org

Ohio Department of Education _____ education.ohio.gov

National Transition Technical Assistance Center _____ www.nsttac.org

There are no copyright restrictions on this document; however, please cite and credit the source when copying all or part of this document. This document was supported in whole or in part by the U.S. Department of Education, Office of Special Education Programs, (Award #H027A130158, CFDA 84.027A, awarded to the Ohio Department of Education). The opinions expressed herein do not necessarily reflect the policy or position of the U.S. Department of Education, Office of Special Education Programs, and no official endorsement by the Department should be inferred. Adapted from SST1.