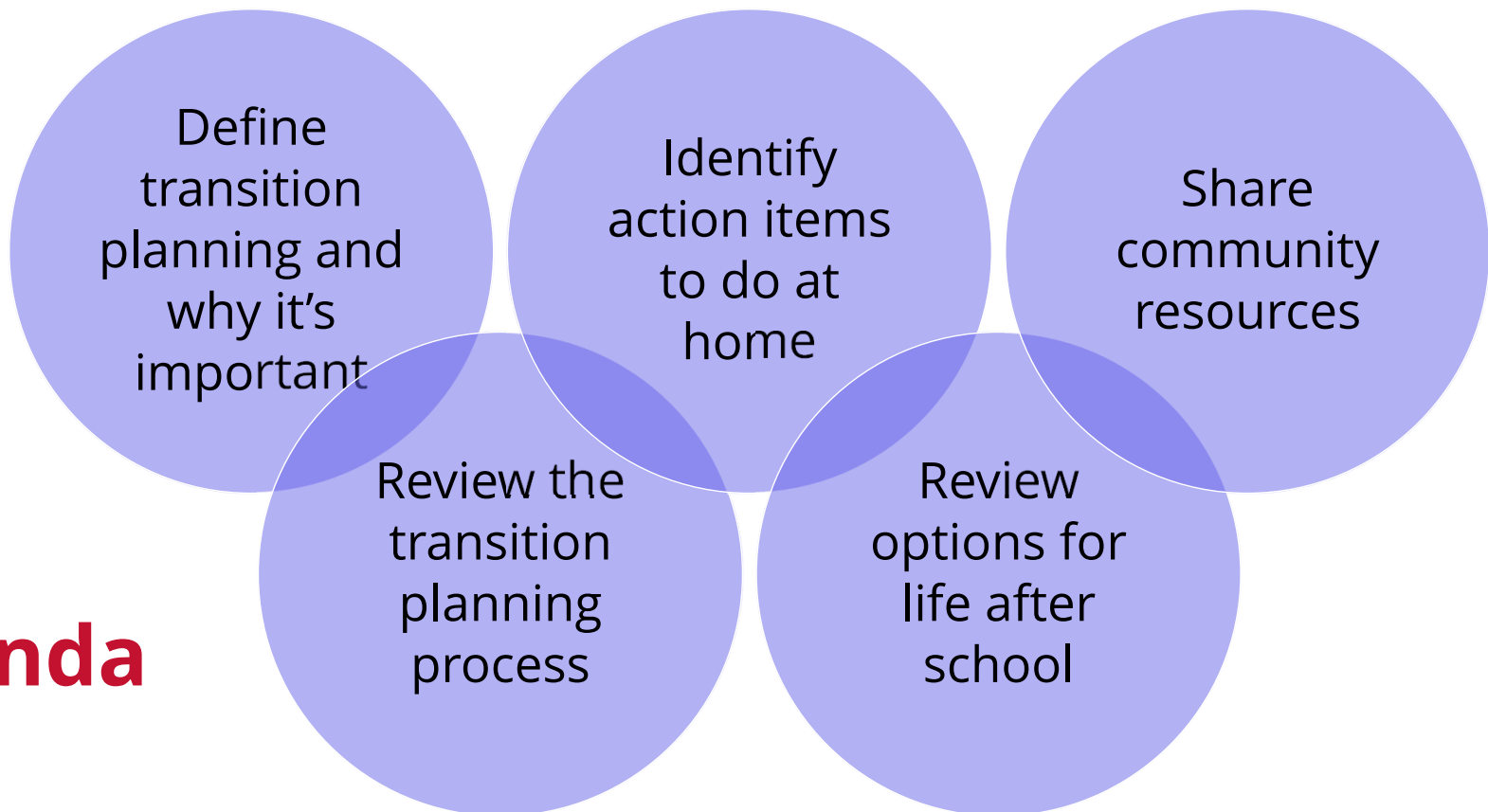


# **Transition Planning in the IEP**

Karen Wang, Transition Specialist



# Agenda



# What do you already know about Transition Planning?

*Required by law*

*Collaborative*



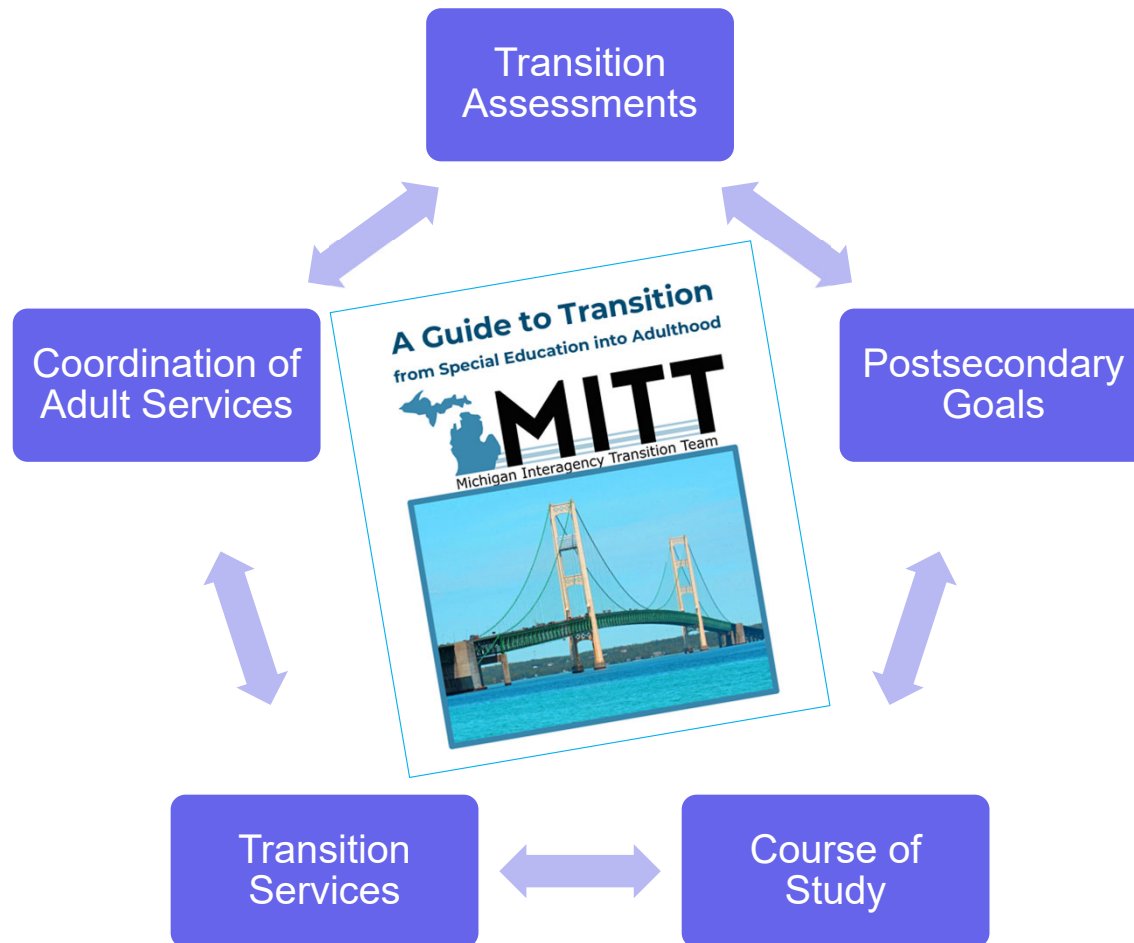
*Student-Centered*

*Ongoing process*

*...and what questions do you have about transition planning right now?*

*Part of the Individualized Education Program (IEP)*

# The Transition Planning Process



Look  
through the  
MITT  
Transition  
Guide

Small group  
discussion at  
your table

What types of  
information  
are helpful or  
not helpful?

Discuss  
something  
new that you  
just learned

How might  
you use this  
resource?

**Activity**  
*10 minutes*

00 : 10 : 00

Change Clock Type  
Digital

Duration: 00  
10 00

TimeUp Reminder  
(Optional): --  
--

# Educational Development Plan (EDP)

- **Who:** Every student with help from counselor
- **What:** Explore interests and career goals; connection between school and career
- **When:** Middle school, created in 7th grade, reviewed and revised every year afterward
- **How:** Assessments and inventories
- **Why:** Planning high school course of study



*Pages 14 and 17 of the MITT Guide to Transition*

# Transition Assessments

Work Samples

Conversations with Student and Family

Observations

Interest Inventories

Standardized Assessments



# Transition Assessment Activity

Adolescent  
Autonomy  
Checklist

Charting the  
LifeCourse:  
Exploring  
Decision-  
Making  
Supports

MITT Guide to  
Transition:  
  
Pages 23-26

**5**  
minutes



# Postsecondary Goals

- *Long-term goals that are reviewed annually at the IEP*
- *Annual IEP goals are the stepping stones leading to postsecondary goals*
- *Page 21 of the MITT Guide to Transition*

## Goals must be written in four areas:

### 1. Education

"Emma will continue in the ISD's 18-26 program for skill-building, and enroll in a Community Mental Health vocational program at age 26."

### 2. Training

"Noah will complete ServSafe certification, and apprentice with a local baker after exiting the school system."

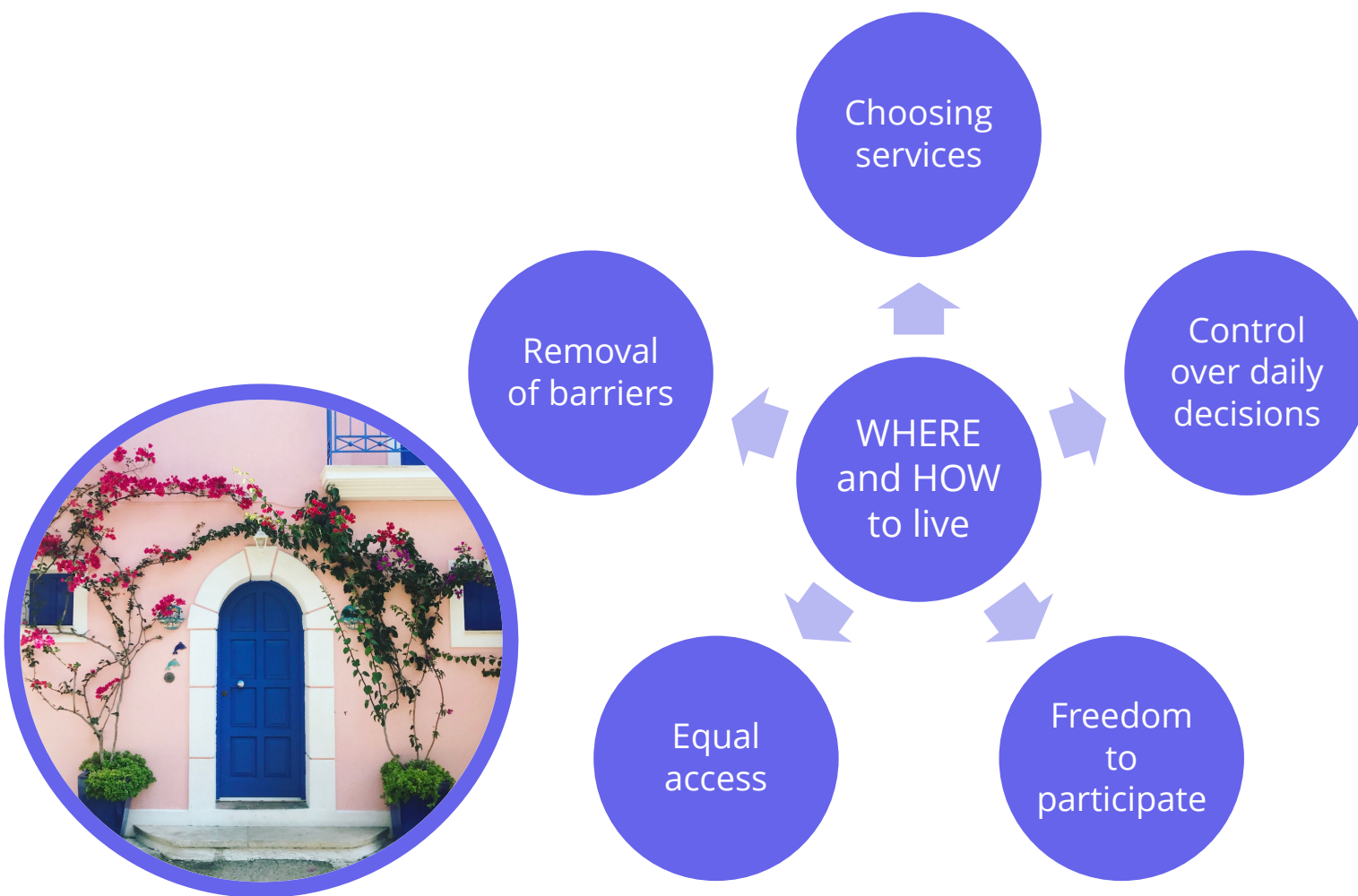
### 3. Employment

"After completing pharmacy tech training with support from vocational rehabilitation, Avery will work at Meijer pharmacy with a job coach for 16 weeks with increasing independence."

### 4. Independent Living, where appropriate

"Mason will prepare a grocery list, go shopping, and pay for groceries within a set budget by May of 2027."

# What Is "Independent Living?"



# Self-Advocacy

**Student will be invited to any IEP meeting where transition planning is to be discussed.**

## ***Before the meeting***

- Presume competence
- Dignity of risk
- Disclosure of disability
- Talk about interests and goals
- Prepare materials
- Practice
- Invite others

## ***During the meeting***

- Share strengths and interests
- Present and read from materials
- Ask questions
- Express opinions
- Lead



*Pages 15-17 of the MITT Guide to Transition*

# Course of Study

## Exit with a diploma:

- Michigan Merit Curriculum
- Personal Curriculum
- Extra time may be added for students with IEPs
- Career and technical education



## Exit without a diploma:

- "Certificate of Completion"
- No statewide curriculum
- Education to age 26
- Career and technical education

***Strengths***  
***Preferences***  
***Interests***  
***Needs***

# Postsecondary Pathways (Part 1)

Pathway	Type of activity	Contact
Intermediate School District (ISD)	→ Local 18-26 transition program → Adult Education - diploma → Adult Education - GED	Local ISD special education office or Adult Education office
Community College	→ Associate's degree → Vocational Certificate	Michigan Community College Association, <a href="http://mcca.org">mcca.org</a>
University	→ Bachelor's degree program → Non-degree life skills program for adults with intellectual disabilities	→ More than 30 universities offer degree programs statewide → Non-degree life skills programs at <a href="http://thinkcollege.net">thinkcollege.net</a>

# Postsecondary Pathways (Part 2)

Pathway	Type of activity	Contact
Workforce	→ Competitive Employment → Supported Employment → Job Development	→ Michigan Rehabilitation Services (MRS), 1-800-605-6722 → Bureau of Services for Blind Persons, 1-800-292-4200 → Michigan Works, 1-800-285-9675
Apprenticeship	Paid vocational training with an on-site mentor	<a href="http://www.michigan.gov/leo/bureaus-agencies/wd/apprenticeships">www.michigan.gov/leo/bureaus-agencies/wd/apprenticeships</a>

# Vocational Rehabilitation (VR) Services

Pre-Employment Transition Services (Pre-ETS) start at age 14

**Michigan  
Rehabilitation  
Services (MRS)**

- **1-800-605-6722**
- [MRS-CustomerAssistance@michigan.gov](mailto:MRS-CustomerAssistance@michigan.gov)

**Bureau of Services for  
Blind Persons (BSBP)**

- **1-800-292-4200**

**Workforce Innovation  
and Opportunity Act  
(WIOA) Youth Program**

- **Michigan Works!**
- **1-800-285-9675**



# Postsecondary Pathways (Part 3)

Pathway	Type of activity	Contact
Trade School	Job training with hands-on experience and certification	→ Michigan Rehabilitation Services (MRS), 1-800-605-6722 → Bureau of Services for Blind Persons → Michigan Works, 1-800-285-9675 → Job Corps, 1-800-733-5627
Military	Army, Navy, Marines, Air Force, National Guard, Coast Guard	Local recruiting offices



# Transition Services

*Activities that help a student achieve postsecondary goals*



## Services must be:

- Based on student strengths, preferences, interests and needs
- Activities that the student will complete, with support from school and community agencies
- Composed of skills, experiences, opportunities and connections
- "A results-oriented process"



# Transition Services Examples

## Education

- Instruction/modeling for self-advocacy in classroom
- Direct instruction for math and/or reading comprehension
- Take a college tour

## Training

- Study skills
- Social skills for employability
- Practice requesting accommodation
- Apprenticeship

## Employment

- Referral to vocational rehabilitation
- Paid work experience
- Learn to follow a visual schedule

## Independent Living

- Memorize phone number
- Master the use of adaptive switches on appliances to cook meals
- Practical math skills



*Pages 5-6 of the MITT Guide to Transition*

# Age of Majority

*Transfer of Rights*

*Pages 29-30 of the MITT  
Guide to Transition*

- Schools must tell students that when they turn 18, they are an adult and have certain rights
- This must happen on or before the student's 17th birthday



# Student Rights at Age 18

## *The right to...*

Give permission for testing

Invite anyone they choose to the IEP meeting

Provide input into the development of their IEP

Access school records

Disagree with the IEP team

Give permission to share records with outside agencies

Students always have the right to attend their own IEP...at any age!



# Student Responsibilities at Age 18

State-  
issued  
photo ID

Register to  
vote

Males  
register  
with the  
Selective  
Service

Control  
over  
medical  
decisions

Control  
over  
financial  
decisions

Control  
over  
educational  
decisions

Self-  
disclosure

Identify  
trustworthy  
people



# Manage the Paper Trail

## Before Age 18:

- Birth Certificate
- Social Security card
- IQ test, when appropriate
- Most recent IEP
- Multi-disciplinary evaluations
- Physician's statement on the nature of the disability

## At Age 18:

- Power of attorney, **even if you are considering guardianship**
- Residential lease
- List of assets in student's name
- Parents' names removed from student assets



# Coordinating Adult Services

*Loosely connected supports for different areas of life*



- Financial: Supplemental Security Income and Medicaid
- Housing: Community Mental Health agencies
- Food: Michigan Combined Application Project or MiBridges
- Transportation: public transportation or Medicaid
- Skill Building: Community Mental Health
- Education: trade school, college, Disability Network
- Employment: MRS or BSBP
- Recreation: Parks & Rec, public library, clubs, community organizations, schools, non-profits

*Pages 41-42 of the MITT Guide to Transition*



# Additional supports

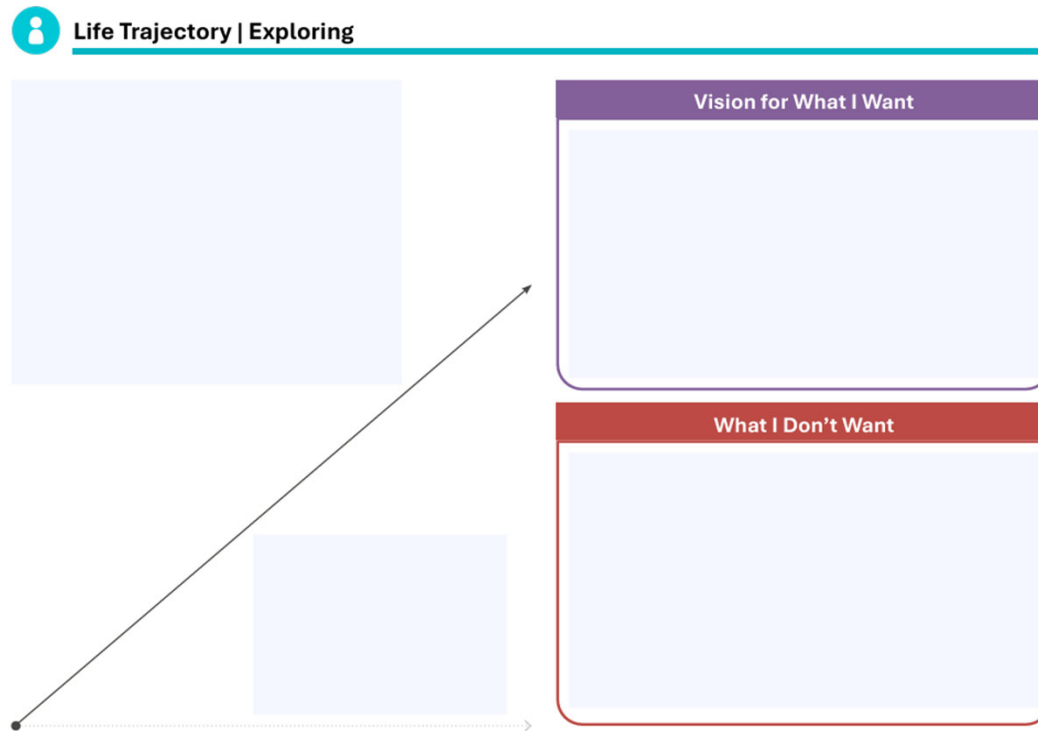
- *Ask about supports for postsecondary goals*
- *Request recommendations whenever possible from the medical team, school team, supports coordinator, public library, etc.*
- *Agency representatives can be invited to IEP meeting*



- Home Help/Community Health Automated Medicaid Processing System (CHAMPS)
- Transportation
- Habilitation Supports Waiver ("Hab")
- Achieving a Better Life Experience (ABLE) Account
- JobCorps.gov
- Self-Advocacy training through Michigan Developmental Disabilities Council (MiDDDC)

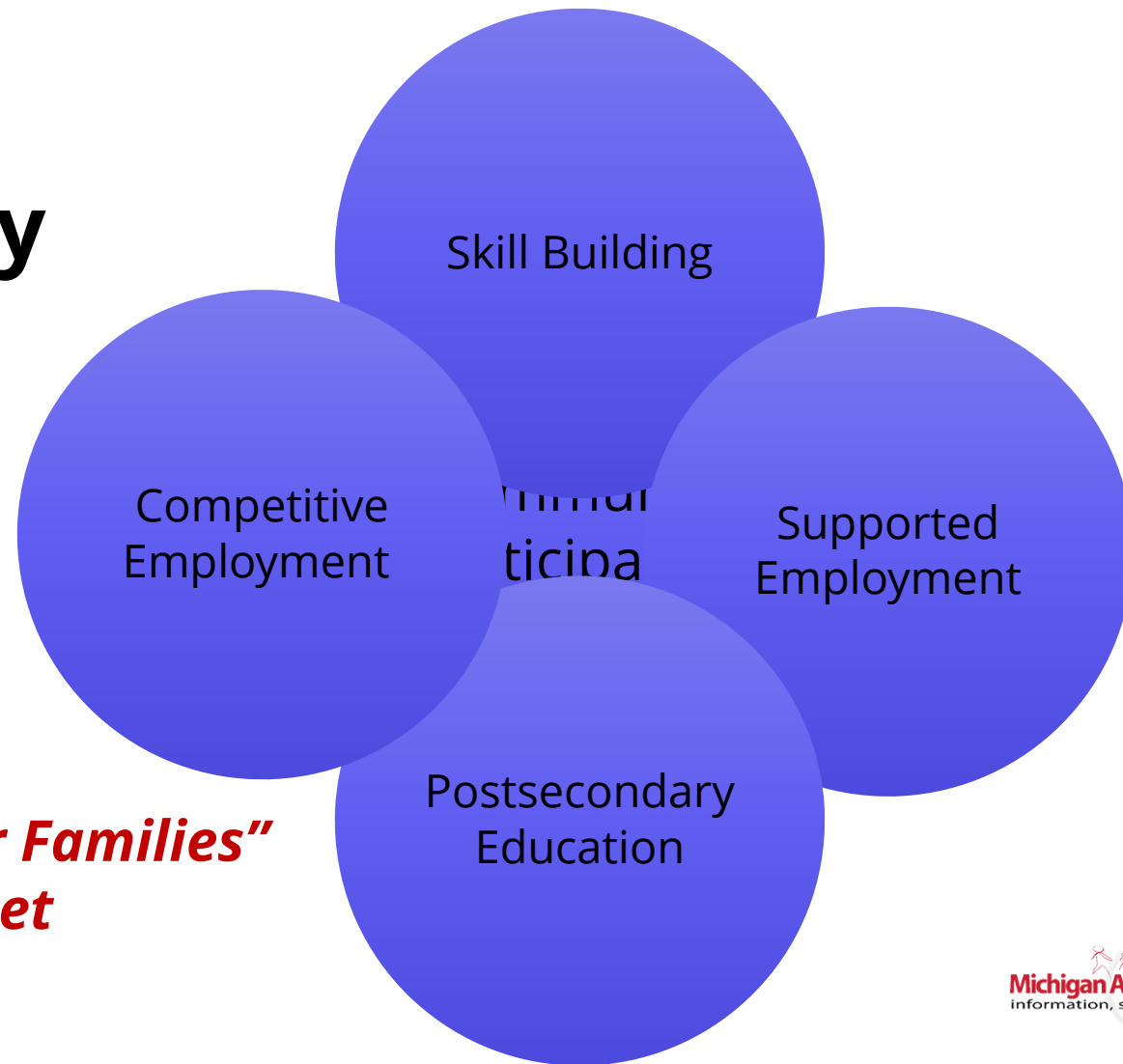


Activity  
5 minutes



## Planning for Adult Services (and Back-Up Planning!)

# Summary



***“Action Items for Families”  
worksheet***

# Questions



**800-552-4821**

**[www.michiganallianceforfamilies.org](http://www.michiganallianceforfamilies.org)**



**We are here to support you!**

 **@MichiganAllianceForFamilies**

 **@michiganallianceforfamilies**

 **/MichiganAlliance**

**For more information visit**

[www.michiganallianceforfamilies.org](http://www.michiganallianceforfamilies.org)

Call 800-552-4821

En Español 313-217-1060

لغة العربية 248-963-0607

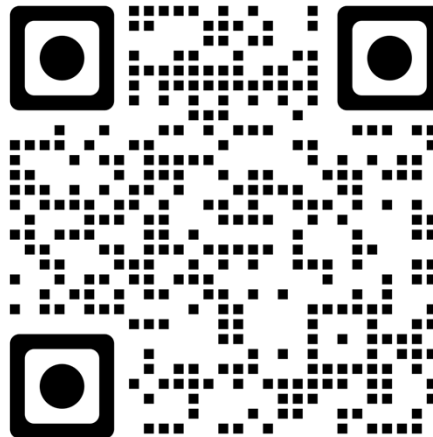
[info@michiganallianceforfamilies.org](mailto:info@michiganallianceforfamilies.org)



# PLEASE COMPLETE THE EVALUATION FOR THIS SESSION

[www.surveymonkey.com/r/youthsummitPR05032025a](https://www.surveymonkey.com/r/youthsummitPR05032025a)

SCAN THE QR CODE  
TO COMPLETE THE  
EVALUATION



# Michigan Alliance for Families

In collaboration with



Michigan Alliance for Families is an IDEA Grant Funded Initiative of the Michigan Department of Education, Office of Special Education (MDE-OSE); the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP); and Michigan's Federal Parent-Training and Information Center (PTIC) funded by the U.S. Department of Education, Office of Special Education Programs(OSEP).

[www.michiganallianceforfamilies.org](http://www.michiganallianceforfamilies.org)

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