

# ***Postschool Outcomes***

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“Transition Services” means a coordinated set of activities for a student, designed within an outcome-oriented process that promotes movement from school to postschool activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. [§300.29]

IDEA has always promoted the concept that transition services was “an outcome-oriented process” and that this process should help students move from the school setting to whatever they may want to do postschool. While it has been stated that this process and thinking should be a part of every student’s IEP from 14 years of age on, many special educators have not put into practice an outcome-oriented approach to planning, discussion, and decision-making in the IEP. This means that if the IEP of every student 14 years of age and older is to be outcome-oriented, then the IEP process and team must begin the IEP discussion and decision-making with the student’s desired postschool outcomes in mind. One could get into lengthy discussion about student’s not knowing what they want to do or many students not being realistic. This paper is not the forum for that discussion and debate. Suffice to say that regardless of whether a student knows precisely what they want to do or whether they initially state something that appears unrealistic, the IEP discussion must start with and focus on the student’s outcomes. Given that, the IEP team should list **specific** information for each postschool outcome in the areas suggested below:

- Employment.
- Community participation.
- Residential.
- Social and recreational.
- Mobility.
- Postsecondary education.

These outcome areas were chosen because they represent major adult life activities around which planning should take place. This does not mean that other postschool outcome areas could not be chosen. Other areas could be chosen based upon the student’s anticipated needs, interests, and preferences as well as the IEP team’s input. For the sake of discussion, these broad areas were chosen to provide examples of possible postschool outcomes and how they might be recorded as a part of the IEP.

Remember, this information should be based upon the student’s preferences, interests, and needs. By addressing the desired postschool outcomes in the areas listed above, one is developing a BIG picture of a student’s life. The discussion, planning, and decision-making in the IEP that will lead toward those outcomes will provide educators with a

direction for decision-making in educational programming, school, and community experiences; special education and other services; and needed supports. Ultimately, this type of long-range thinking and planning should result in an IEP that is outcome-oriented and a plan that will prepare students for postschool adult life.

Based upon the major postschool outcome areas identified above, below are examples of possible postschool outcomes that could be identified in a student's IEP. Remember, the identification of postschool outcomes are **broad** statements of what the student desires in each major adult life area; they are not **goals** or **objectives**.

## EMPLOYMENT \_\_\_\_\_

The student (or family) wants—

- To be independently employed and knows the field he/she wants to study or pursue (be specific).
- To be independently employed but does not know in what field.
- A job, and the IEP team anticipates the need for time-limited supports (e.g., a job coach).
- A job, and the IEP team anticipates supported employment (e.g., long-term support—job coach or natural supports).
- Organizational employment through an adult service provider (e.g., enclave, mobile crew, or contract work).
- Sheltered employment through an adult service provider.
- Day habilitation services through an adult service provider.
- Other...

## COMMUNITY PARTICIPATION \_\_\_\_\_

The student (or family) wants—

- To be independently mobile in the community and access services of choice (specify services).
- To be independent in the community with the support for transportation to access services of choice (specify services).
- Community access with the support of family and friends for accessing services of choice.
- Community access with a provider.
- Other...

## RESIDENTIAL

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The student wants to—

- Live independently without support.
- Live in a supervised living arrangement.
- Live with a friend.
- Live on a military base.
- Live in a dorm room while attending postsecondary education.
- Live with a support staff roommate.
- Live in a group home.
- Live in a family home with support.
- Live in a specialized care facility.
- Other...

## LEISURE AND RECREATION

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The student has—

- Identified specific recreation/leisure activities of choice and can participate independently (specify activities).
- Identified specific community facilities to join for recreation/leisure services (specify facilities or organizations).
- Identified activities of choice to do with family members or friends.
- Identified activities of choice to do with a provider.
- Participated/participates with group activities supported by a provider.
- Other...

## POSTSECONDARY EDUCATION

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The student wants to attend—

- A four-year college or university to gain a degree in a specific field.
- A four-year college or university but is unsure of what field he/she will pursue.
- A community college prior to continuing in a four-year program.
- A community college.
- A community college for nonacademic courses (specify).

- A vocational training program in a specified field.
- A nonacademic courses at the local library, through a local nonprofit organization, or through other avenues (specify).
- Other...

## PUTTING IT TOGETHER—EXAMPLES OF SPECIFIED POSTSCHOOL OUTCOMES

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### **Employment:**

- Wants to be a carpenter.
- Desires employment in the field of security.
- Wants to go to college to be a teacher.
- Work in an enclave in the janitorial field.
- Obtain a job in data entry with the assistance of a job coach.
- Undecided about a field of interest but does want a full-time job working outdoors and around people.

### **Community:**

- Wants to obtain a driver's license to be independently mobile within the community.
- Wants to become a member of the local church youth group.
- Wants to join a softball league.
- Be able to independently visit the grocery store (or other business) without a provider.
- Learn where the main community services are located (i.e., post office, grocery store, bank, and mall) to access with a friend.

### **Residential:**

- Wants to live in an apartment with a friend.
- Live in a dorm while attending college.
- Remain at home with family with a habilitation provider coming in to help learn daily living skills.
- Live in group home.
- Would like to become a homeowner.

**Recreation/Leisure:**

- Enjoys fishing, biking, and shooting pool.
- Likes to be outdoors with friends having picnics in the park.
- Enjoys music concerts and singing in the local youth choir.
- Participates in Special Olympics but wants to find other clubs with organized sports.

**Postsecondary:**

- Wants to attend a university to obtain a degree in business.
- Wants to attend University of Phoenix Online to obtain a college degree while also being able to maintain a job.
- Attend the local community college for a dance class.
- Take a gardening class at the local Home Depot.
- Attend community college to get an AA degree before deciding on whether to pursue a four-year college.
- Attend Maricopa Skills Center to gain certification in culinary arts.

# ***Statement of Transition Service Needs Course of Study***

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Now that the postschool outcomes have been articulated and the IEP team has an understanding of the student's vision for the future, courses of study and educational experiences need to be determined and addressed over multiple years. When the IDEA of 1997 went into effect, it called for IEP teams to develop a **statement of transition service needs by the age of 14, or younger if appropriate.**

There were several reasons why this requirement was put into place for all students 14 years of age and older. One of the primary reasons was to reduce the dropout rate of students with disabilities (38 percent for students with disabilities vs. 28 percent for the general population). The idea was, by age 14, to actively involve the student, IEP team, and family in designing and planning an educational program (all courses of study as well as all educational experiences) that would show a direct relationship between what the student will be taking and their desired postschool outcomes. It was felt that if the student was actively involved in this type of discussion, planning, and decision-making and if the educational program plan responded to their desired postschool outcomes, then students might for the first time see why school is relevant and meaningful, and thus they just might have a vested interest in remaining.

The expectation is that all courses and educational experiences should directly relate to the student's postschool vision or desired outcomes. While the level of specificity in the identification of courses and educational experiences is not dictated in the law, common sense would suggest that the more specific one can be in identifying the courses and show how they relate to the student's desired outcomes, the greater the likelihood students will see the relevance and importance of the courses they will be taking, which should increase the likelihood that they would remain in school.

While the course of study and listing of specific educational courses and experiences would most likely follow the course offerings of the general population, the course of study for students with moderate or severe disabilities would be different. Instead of the listing or specific course titles, for students with moderate to severe disabilities one should list course content areas (e.g., mobility, self-determination, independent living, money management, personal relationships, etc.).

For a student with a mild disability, an example of the desired postschool outcomes and the resulting course of study might look like this:

## POSTSCHOOL OUTCOME/VISION

<b>Employment:</b>	<i>I would like to become a social worker, like the kind who helps kids who have been abused or neglected.</i>
<b>Community Participation:</b>	<i>I enjoy cooking for my parents and would like to volunteer making food baskets and serving meals to the homeless.</i>
<b>Recreation &amp; Leisure:</b>	<i>I want to learn more about yoga and Tai Chi. I enjoy spending time outdoors with my friends playing Frisbee and soccer.</i>
<b>Postsecondary Training &amp; Learning Opportunities:</b>	<i>I want to start out at a community college taking classes that will prepare me for a four-year university and then apply to a four-year college to get a degree in social work.</i>
<b>Independent Living:</b>	<i>I plan to live with my parents while going to a community college for two years and then live in a dorm at the university. Eventually, I want to get married and have a house of my own.</i>

## COURSE OF STUDY

<b>Year 1 – Age 14/15</b>	<b>Year 2 – Age 15/16</b>	<b>Year 3 – Age 16/17</b>	<b>Year 4 – Age 17/18</b>
Math I	Math II	Math III	First Aid/CPR
English I	English II	English III	English IV
World History	P.E.	American History	Govt./Free Enterprise
Biology	Earth Science	Early Childhood Devel.	Psychology
Keyboarding/Health	Culinary Arts I/II	Culinary Arts III/IV	Comm. Based Empl.
Career Exploration	Human Services	TA in kinder classroom	Comm. Based Empl.

For a student with a more moderate disability, an example of the desired postschool outcomes and the resulting course of study might look like this:

## POSTSCHOOL OUTCOME/VISION

<b>Employment:</b>	<i>I would like to work around people and animals.</i>
<b>Community Participation:</b>	<i>I like sports and participating in the Special Olympic Program. I attend a single's group at church and sing in choir.</i>
<b>Recreation &amp; Leisure:</b>	<i>I will continue to be active in Special Olympic and church activities. I am looking into participating in a bowling league. I like to fish and camp and will continue these outdoor activities. I also watch TV.</i>
<b>Postsecondary Training &amp; Learning Opportunities:</b>	<i>Looking at working full-time after graduation so any training will be on the job.</i>
<b>Independent Living:</b>	<i>I will be capable of living with a friend or roommate but will need assistance with budgeting, buying food, and paperwork related to paying monthly bills.</i>

## COURSE OF STUDY

<b>Year 1 – Age 14/15</b>	<b>Year 2 – Age 15/16</b>	<b>Year 3 – Age 16/17</b>	<b>Year 4 – Age 17/18</b>
LS Math	LS Math	LS Math-money management	LS Math-purchasing and budgeting
LS Language Arts	LS Language Arts	LS Language Arts	LS Language Arts
Social Living	Social Living	Portfolio Development	Portfolio Development
Employment Skills	Community Based Instruction	Work Experience	Work Experience
Community Training	Portfolio Development	Food Preparation	P.E.
P.E.	P.E.	Daily Living Skills	Daily Living Skills.
Art for Enjoyment	Community Based Assessment	P.E.	Independent Living Skill
	Food Preparation	Social Living	Social Living

\* LS = Life Skill

# ***Statement of Needed Transition Services***

## **Coordinated Set of Activities**

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IEP teams need to include in the IEPs of **all** students with disabilities who are age **16 and above (or younger if appropriate)** a **statement of needed transition services** that includes strategies/activities that will assist the student to prepare for postsecondary activities such as postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, community participation, or whatever it is the student desires to do. While a listing of possible postschool activities is identified in the law, one should keep in mind that this list is not exhaustive; this list provides only some examples of the postsecondary activities that students may choose or need.

The statement of needed transition services shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include:

1. Instruction.
2. Related services.
3. Community experiences.
4. The development of employment.
5. Other postschool adult living objectives.

And, if appropriate:

6. Acquisition of daily living skills.
7. Functional vocational evaluation.

In addition to specifying the activities/strategies that will be used to assist students to prepare for their future, IEP teams should also specify for each activity/strategy the expected date of implementation and the person or agency responsible for arranging and/or providing services.

The following pages provide examples of activities/strategies that can be used to assist students to prepare for their desired postschool goals. The activities/strategies are organized by the seven areas contained in the statement of needed transition services and relate to one or more of the postschool activities listed above. Activities/strategies that have an asterisk (\*) directly relate to assisting students to further identify and clarify their preferences and interests for postsecondary outcomes. Since the statement of needed transition services is based upon the student's needs, interests, and preferences as they relate to postsecondary outcomes, these types of activities/strategies should be considered for each student and repeated as needed to update information.