

# Enchanting Paths

PLANNING FOR TRANSITION



Hawai'i State Department of Education

# SESSION OVERVIEW



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WHAT IS TRANSITION?



2

THE MAGIC OF  
TRANSITION PLANNING



3

RESOURCES FOR POST-HIGH SCHOOL  
TRANSITION

# MEET YOUR PRESENTERS



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# WHO'S IN THE AUDIENCE?

PARENT/  
GUARDIAN/  
FAMILY MEMBER?

SERVICE PROVIDER?

TEACHER?

COMMUNITY PARTNER?

ANYONE ELSE?







## Individualized Education Program (IEP) Transition Planning

### TRANSITION PLANNING

#### 11. TRANSITION ASSESSMENTS:

Assessment Date	Assessment Type	Assessment Name

### TRANSITION PLANNING

#### 12. PREFERENCES, INTERESTS, NEEDS & STRENGTHS (PINS):

	Preferences	Interests	Needs	Strengths
Education / Training				
Employment				
Independent Living				

#### 13. POSTSECONDARY GOALS AND TRANSITION SERVICES

Beginning at age 16 years, or younger if appropriate, for each postsecondary goal determine if there is a type of instruction, related service, community experience, or development of employment and other post-school activities, objectives, and if appropriate, acquisition of daily living skill(s), and provision of a transition (vocational) evaluation listed in association with meeting the postsecondary goal(s).

Representatives of any outside agency must be invited to the IEP team meeting with prior consent. Document the transition services that are likely to be provided or provided by an outside agency.

	Postsecondary Goal	Transition Services to be Provided to the Student	Outside Agency Responsible
Education / Training			
Employment			
Independent Living			

#### 14. COURSES OF STUDY:

Age 14: Beginning at age 14 years, or younger if appropriate, statement of transition service needs focusing on the course of study needed to reach post school goal(s):

Age 16: Beginning at age 16 years, or younger if appropriate, describe a multi-year description of coursework from the student's current to anticipated exit year that will reasonably enable the student to meet the postsecondary goals:

#### 15. TRANSFER OF RIGHTS AT AGE OF MAJORITY:

Beginning at least one year before the student reaches the age of majority (18), the student and his/her parent(s) have been informed that the rights will transfer to the student on reaching age 18 unless a legal guardian has been appointed.

Date Notice Given:

Toolkit for the Journey

• WHAT IS TRANSITION?



# TRANSITION REQUIREMENTS



## Ind 13

State Performance Plan/  
Annual Performance Report  
(SPP/APR)

20 U.S.C. 1416(a)(3)(B)

The percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs.

There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

## Ch. 60

§8-60-44(b)

Transition services.

(1) For each student beginning at age 14 (or younger if determined appropriate by the IEP team), and updated annually, the IEP shall include a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational educational program).

(2) Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team, and updated annually, thereafter, the IEP shall include: (A) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and (B) The transition services needed to assist the student in reaching those goals, including, if appropriate, a statement of the interagency responsibilities or any needed linkages.



# THE MAGIC REALMS

```
graph TD; A[EDUCATION] -.-> B[TRAINING]; B -.-> C[INDEPENDENT LIVING SKILLS]; C -.-> D[EMPLOYMENT]; D -.-> A;
```

EDUCATION

TRAINING

EMPLOYMENT

INDEPENDENT  
LIVING  
SKILLS

A stone path leads from the bottom left towards the top right, disappearing into a dark green forest. The path is composed of irregular, greyish-blue stones. On either side of the path, there is lush green grass and small, vibrant red flowers. The background is a solid dark green, suggesting a dense forest. The overall style is a soft, painterly illustration.

HERE IS WHERE YOUR  
JOURNEY BEGINS!



## Steps for Successful Transition Planning for Life After High School



Transition planning for students with disabilities is key to their success as adults. The steps below are part of the transition planning standards for students aged 16 and older.\*

\*or younger, if appropriate.

### Step 1

#### Conduct Age-Appropriate Transition Assessments

Transition assessments help identify a student's preferences, interests, needs and strengths (PINS) for life after school. They include informal assessments like interviews and observations as well as formal assessments.



### Steps 2 & 3

#### Write Measurable Post-Secondary Goals & Update Annually

Based on the student's PINS and the results of the assessments, these post-secondary goals (PSGs) should include education and training, employment, and independent living skills, if appropriate. They are developed at the annual IEP and updated every year.



### Step 4

#### Identify Transition Services

Transition services are meant to assist the student to achieve his or her post-secondary goals. Services can include instruction, related services, community experiences, employment skills (like job training), and daily living skills (like managing finances and hygiene).



### Step 5

#### Develop Course of Study

The course of study is a multi-year description of courses and activities from the present to the year the student will exit high school that are designed to help the student achieve his or her desired post-secondary goals. It is NOT only the courses required for a high school diploma.



### Steps 6 & 7

#### Invite the Student to the IEP Meeting & Develop Annual Goals

It is very important to engage transition-age youth (and younger students as appropriate) in developing annual IEP goals related to the post-secondary goals. The time frame for IEP goals is what reasonably can be expected to be accomplished within a 12-month period.



### Step 8

#### Coordinate Services with Adult Agencies

Parents can invite an agency representative to the IEP meeting, if they may provide or pay for transition services for the student. Schools must also identify other agencies that may be involved in the student's transition and obtain consent from the parent to invite them to the IEP meeting.



Sources: HIDEOE IEP Post-Secondary Transition Handbook, November 2020  
Seattle University Center for Change in Transition Services

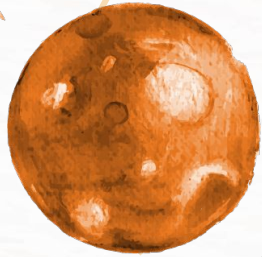


SPIN News  
October 2023

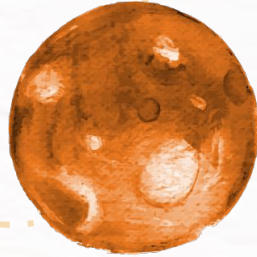


# Toolkit for the Journey

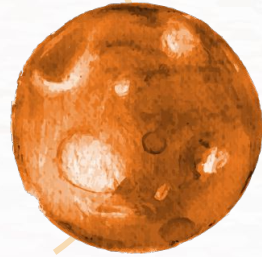
# YOUR INPUT MATTERS!



YOU KNOW  
YOUR CHILD BEST!



WHAT ARE YOUR  
GOALS FOR YOUR  
CHILD?





WHAT ARE YOUR  
CHILD'S GOALS FOR  
THEMSELVES?





# PINS



- ★ PREFERENCES – What would student prefer given an option (i.e., work outdoors vs. indoors, college vs. on the job training, desk job vs. hands on, etc.)?
  - ★ INTERESTS – What is the student interested in/likes to do/wants to learn more about?
  - ★ NEEDS – What type of skills does the student need in order to be successful?
  - ★ STRENGTHS – What skills/traits/talents does the student have that will enable them to succeed?
- 
- 

# THE MAGIC REALMS



```
graph TD; EDUCATION --- TRAINING; TRAINING --- INDEPENDENT_LIVING_SKILLS[INDEPENDENT LIVING SKILLS]; INDEPENDENT_LIVING_SKILLS --- EMPLOYMENT; EMPLOYMENT --- EDUCATION
```

EDUCATION

TRAINING

EMPLOYMENT

INDEPENDENT  
LIVING  
SKILLS



# PINS EXAMPLE

## TRANSITION PLANNING

### 12. PREFERENCES, INTERESTS, NEEDS & STRENGTHS (PINS):

	Preferences	Interests	Needs	Strengths
Education/ Training	Student wants to be employed right out of high school, so he intends to participate in on-the-job training in the food service industry. while working. He prefers hands-on, real world experiences.	Student enjoys working with people and cooking, and would like to continue to improve his skills in these areas.	Student continues to work on his functional math and reading skills. Student is learning customer service etiquette appropriate to his job site.	Student is highly motivated to learn new skills and work hard to assist his peers. Student is able to generalize skills learned in school maintains a positive attitude in his work-based learning experiences off campus.
Employment	Student wants be employed at a fast food restaurant such as McDonald's. He prefers work environments that are busy and allows him to help others.	Student enjoys fast-food restaurants, particularly McDonald's - he is knowledgeable of their menu. He is interested in working in food preparation and/or customer service.	Student needs to build his knowledge of using equipment and proper food storage and techniques, cooking a variety of foods within a short preparation time.	Student maintains a positive attitude in his job training experiences on and off campus. He is able to report to school and to his off-campus work training sites on time and ready to begin work.
Independent Living	After high school, Student wants to continue to live with his family.	Student likes to cook and help prepare meals for his family. He also enjoys spending time with his family and going out with his friends.	Student is unable to advocate his wants and needs to others. He needs to work on being able to ask for help from others. He also continues to work on his money skills - making change for amounts more than \$20.00.	Student is able to navigate the campus and his community independently. Student consistently dresses appropriately and attends to personal hygiene. At home, Student assists with chores such as vacuuming and washing dishes.



## One-Pager

Use this as a facilitation guide to complete the One-Pager tool, or to help someone else complete it. The questions below can be used as prompts to help you arrive at answers. Focusing on one column at a time may also help. We encourage you to share your finished One-Pager with others!

### IMPLEMENTATION GUIDE

#### My Strengths

- What am I good at in school?
- What am I good at in my community or home?
- What do other people say are my strengths?

#### My Preferences

- What makes my day or school work more enjoyable?
- What would be nice to have or happen but I could be okay without?
- Where do I see myself in the future:
  - Studying?
  - Working?
  - Doing for Having fun?

#### My Interests

- What do I like to do?
- What activities or groups do I enjoy being in?
- What are my hobbies and after school activities?

#### My Needs

- What things change my day-to-day life?
  - What do I need to succeed?
- What assistive technology helps me at school, home, and in the community?
- What can others do to help me?
- What are some things that are hard for me? How do I get through the hard things?

**I'M DETERMINED**



Resource provided by I'm Determined, a state-directed project funded by the Virginia Department of Education.  
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Scan code for more guidance, videos, and examples.  
For additional resources visit [www.imdetermined.org/resources](http://www.imdetermined.org/resources).

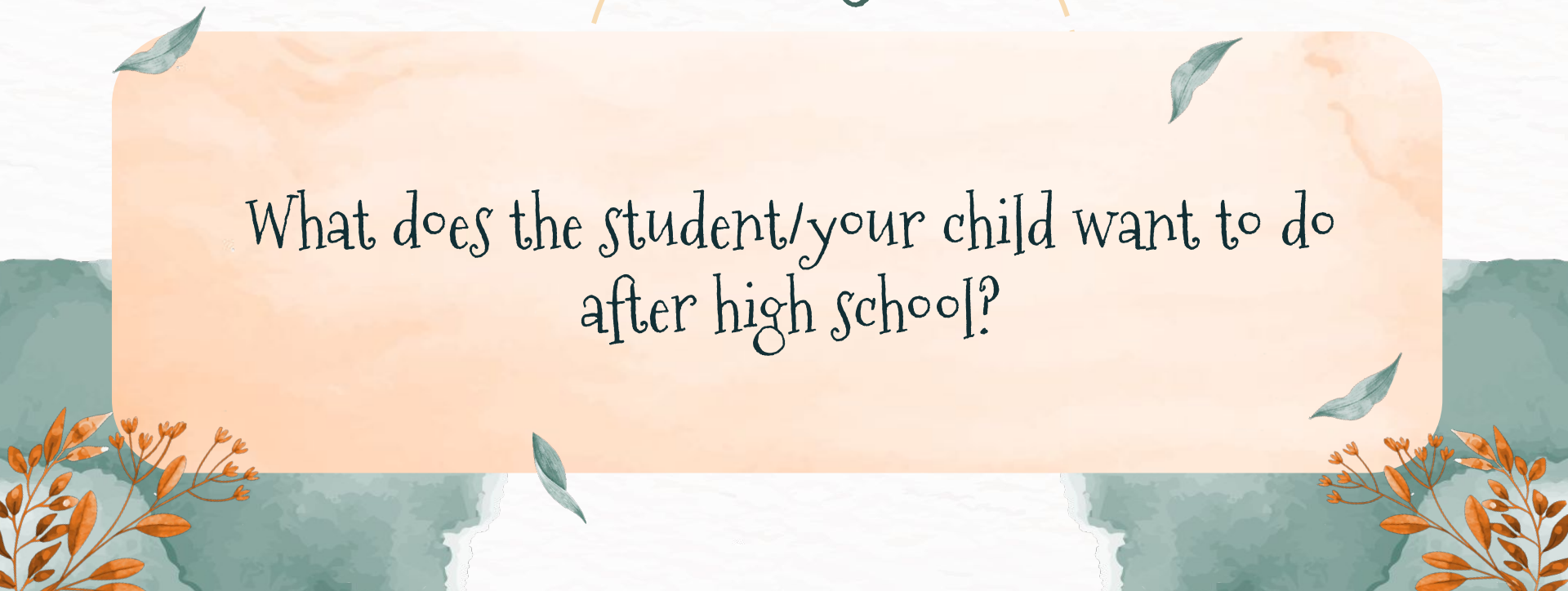


Toolkit for the Journey

# POST-SECONDARY GOALS (PSGs)



What does the student/your child want to do  
after high school?





# THE MAGIC REALMS

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graph TD; EDUCATION --- TRAINING; TRAINING --- INDEPENDENT_LIVING_SKILLS[INDEPENDENT LIVING SKILLS]; INDEPENDENT_LIVING_SKILLS --- EMPLOYMENT; EMPLOYMENT --- EDUCATION;
```

EDUCATION

TRAINING

EMPLOYMENT

INDEPENDENT  
LIVING  
SKILLS

# PSGs EXAMPLE

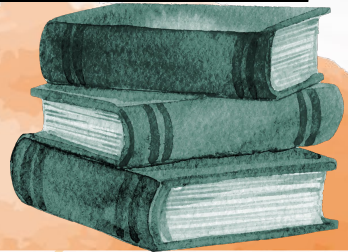
## 13. POSTSECONDARY GOALS AND TRANSITION SERVICES

Beginning at age 16 years, or younger if appropriate, for each postsecondary goal, determine if there is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skill(s), and provision of a functional vocational evaluation listed in association with meeting the postsecondary goal(s).

Representatives of any outside agency must be invited to the IEP team meeting with prior consent. Document the transition services that are likely to be provided or paid for by an outside agency.

	Postsecondary Goal	Transition Services to be Provided to the Student	Outside Agency Responsible
Education / Training	After high school, student will attend a trade school to study welding.		
Employment	After high school, student will be employed as a welder.		
Independent Living	After high school, student will be able to clearly advocate for their wants and needs to others.		

11th grader  
PSG: career in welding





# TRANSITION SERVICES

What services will be provided to the student/your child to prepare them to meet their goals?



# OUTSIDE AGENCIES

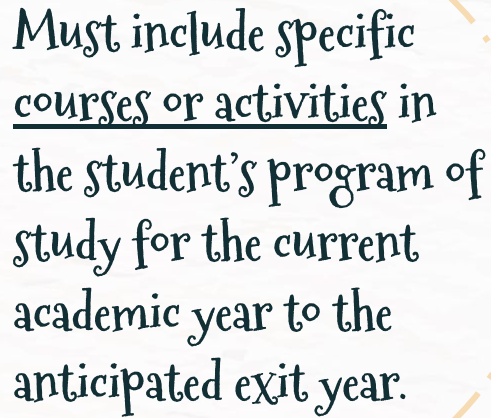
The background features a light cream color with soft, watercolor-style clouds in muted teal and peach tones. A large, thin, orange dashed circle is centered on the page. In the upper left, a small orange crescent moon is visible. Several small, four-pointed stars in orange and teal are scattered throughout the design.

How will we collaborate with  
Outside Agencies to prepare the  
student/your child to meet their  
goals?


# COURSES OF STUDY



Support the preparation toward the student's postsecondary goals.



Must include specific courses or activities in the student's program of study for the current academic year to the anticipated exit year.



Should not be limited to only courses required for graduation.





# COURSES OF STUDY EXAMPLE

## 14. COURSES OF STUDY:

Age 14: Beginning at age 14 years, or younger if appropriate, statement of transition service needs focusing on the course of study needed to reach post school goal(s):

Age 16: Beginning at age 16 years, or younger if appropriate, describe a multi-year description of coursework from the student's current to anticipated exit year that will reasonably enable the student to meet the postsecondary goals:

**11th grade - English 11, Environmental Science, Auto Maintenance and Repair 2, Weight Training, Modern History of Hawaii/Participation in Democracy, Foundations of Culinary**

**12th grade - English 12, Economics/Geography, Auto Maintenance and Repair 3, Weight Training 2, Personal Transition Plan, Culinary**

11th grader  
PSG: career in welding



# DIPLOMA VS. CERTIFICATE

## Diploma

- 24 Credits with Specific Course Requirements
- With accommodations and modifications, the student must be able to meet the standards.
- Post Secondary Transition - Military / College / Trade / Employment
- All services end once a high school diploma is received

## Commonalities Between Diploma and Certificate

- All components of an IEP are implemented
- IEP Teams will determine if student needs additional services and supports until age 22
- Post Secondary Transition - College / Employment / Trade
- May have an educational representative

## Certificate

- Focus on individualized Educational Program and Post Secondary Goals
- Creative Schedule/Curriculum
- Post Secondary Transition - College / Trade / Employment
- Each school may have their own process on participation in graduation ceremony, and proms

Toolkit for the Journey



for more information visit

[SEAC-Hawaii.org](http://SEAC-Hawaii.org)



Updated May 2023

# TRANSFER OF RIGHTS AT AGE OF MAJORITY



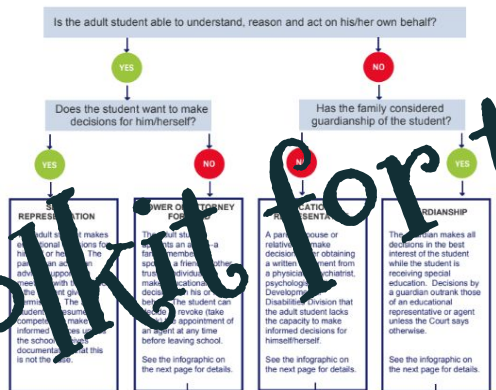
- IS YOUR CHILD/STUDENT TURNING 17?
- DO YOU KNOW WHAT HAPPENS WHEN YOUR CHILD TURNS 18?



## Transfer of Parental Rights at Age 18: An Informal Process for Determining if Representation May Be Needed for the Adult Student with a Disability

Parental rights under the Individuals with Disabilities Education Act (IDEA) transfer from the parent(s) to the adult student on the day the student turns 18 years of age. Parents are notified one year in advance of their child's 18th birthday that this transfer of rights means the student will have access to his or her education records, make his or her own education decisions, and have the authority to give or withhold consent for evaluations, services and placements. The discussion tool developed by SPIN below helps the student and family identify options for ensuring that the adult student is adequately represented and protected under IDEA until exiting special education.

## A Process for Discussing Transfer of Rights Options



Documentation is provided to the school, and the school acknowledges the rights of the agent/guardian/educational representative to legally make decisions.

SPIN, May 2021

Sources: Chapter 60 Guidelines, Appendix F

Act 182, Relating to Special Education and Transfer of Rights, 2008



## Transfer of Parental Rights at Age 18:

Options for Parents to Continue to Represent Their Adult Child Under IDEA



### Power of Attorney Agent for SPED

The Power of Attorney for Special Education (POA SPED) is an option for students who:

- are considered to be capable of making informed decisions; and
- feel more comfortable having a parent or a trusted adult advocate on his/her behalf.

The POA SPED consists of a document written by the adult student with a disability that appoints an agent to make special education decisions only. The agent cannot look after his or her agent's financial affairs.

- a first and foremost member,
- any reasonable adult,
- not an agent or employee of the school the student attends.

There is no special form that must be used—just a written document containing required information than can be found in the sources at the bottom of this page. The student can also revoke or take back the POA SPED at any time.

Once the POA SPED is witnessed by two individuals or notarized by a notary public, the school is given a copy for the student's file.



**Educational Representative**

When an adult student lacks the ability to understand, reason and act on his/her own behalf, Hawaii law allows for the parent(s) or the adult spouse of the student to act as the educational representative on behalf of the student.

Three kinds of information are needed to be contacted by a licensed professional (primary physician, psychologist, or psychiatrist) that the adult student lacks the capacity to make decisions,

- the name and contact information for the adult student, and
- the name, contact information and relationship to the adult student of the educational representative.

Once the school receives this information it will appoint the educational representative to participate

- the identification, evaluation and placement of the student;
- the provision of a free appropriate public education (FAPE), and
- providing input that takes into account the student's instructions, wishes, personal values and best interest



## Guardianship

Guardianship is a legal means of protecting children and adults who cannot:

Parents are the natural guardians of the minor children and are often surprised that they must petition the Court, if they want to become the legal guardian of an adult child with a disability.

A judge makes the decisions about:

- whether guardianship is needed to protect the adult student,
- who is appointed guardian, and
- whether the guardian's powers are limited to some decisions or all aspects of the adult child's needs.

Some parents choose to avoid this option because of:

- the time involved;
- the out-of-pocket expense;
- the requirement to provide annual updates to the Court; and
- the availability of alternatives to guardianship that maintain their child's freedom of choice and self-determination.

SPIN  
May 2021

Sources: Chapter 60 Guidelines, Appendix F

Act 182, Relating to Special Education and Transfer of Rights, 2008



THE MAGIC  
OF  
TRANSITION PLANNING

# RESOURCES



<https://sites.google.com/k12.hi.us/enchantingpaths-spin2025/home>



# WHAT ARE THE MAGIC REALMS?



```
graph TD; Education --- Training; Training --- IndependentLivingSkills[INDEPENDENT LIVING SKILLS]; IndependentLivingSkills --- Employment; Employment --- Education
```

EDUCATION

TRAINING

EMPLOYMENT

INDEPENDENT  
LIVING  
SKILLS



The journey of a  
thousand miles  
begins  
with one step.

- Lao Tzu

