



Postsecondary Transition Planning and Students with Complex Support Needs

As IEP teams meet to develop a Postsecondary Transition Plan (PTP) for students with significant disabilities, they will be discussing the very diverse skills, strengths, limits and support needs of the student. It is that discussion and conversation with and about the student that will lead the team to create a purposeful and meaningful PTP.

As the team starts the discussion, they need to consider the requirements of the federal law: Workforce Innovation and Opportunity Act (WIOA), which went into effect for school districts in July 2016. In general, WIOA focuses vocational rehabilitation outcomes on competitive integrated employment and promotes greater emphasis on transition services for youth with disabilities. WIOA presumes all students, including those with significant disabilities, to have a competitive integrated employment goal. School districts, along with the Division of Vocational Rehabilitation, are required to document the provision of Pre-Employment Transition Services (Pre-ETS). For school districts, this will be documented through the Postsecondary Transition Plan (PTP). A comprehensive list of Pre-ETS schools can provide is available in the transition services section of the PTP and at this link:

[Transition Services/Pre-Employment Services \(Pre-ETS\) Outlined in the PTP](#)

These links summarize the implementation of WIOA requirements for ALL students with disabilities.

[WIOA FAQ for Families](#)

[WIOA and Transition Services for Families](#)

Below are some guiding questions for the College and Career Ready (CCR) IEP team conversation:

- Can the student express his or her interests? If not, obtain as much information from parents, staff and caregivers as possible to develop the transition plan.
- What are special health care needs that must be addressed?
- What are the needs and challenges for integrated community work?
- Who can provide the education/training activities to assist the student?
- What can the student accomplish without assistance? Now and in the future?
- What can the student accomplish if assistance were provided by a job coach, adult service provider, or other caregiver?
- What will contribute to the student having a meaningful day and overall satisfying life after high school?

The age appropriate transition assessment(s) that have been completed before the meeting will guide the team in answering these questions. In rare cases, the student will be unable or unwilling to discuss his/her own preferences, interests, needs, or strengths. In these instances, transition assessments may be based on teacher observations, input from the student's family (or others that know the student well), and information contained in the student's records. Consideration should be given to preparing a narrative summary of transition assessment results for the CCR IEP team to consider. This information can be written into the 'Additional Information' box in the PTP at this step.

Examples:

“...Jon was given a picture interest inventory and he consistently selected jobs in social settings...”

“...Based on both observational data and situational assessments within a variety of work settings, Karen has demonstrated a preference for jobs within a quiet environment and require organizing items.....”

“...through a [discovery process](#) with Garth, family and staff, the following ideas for future employment were generated....”

Transition Assessment Resources:

[Age Appropriate Transition Assessment and Activities Guide—Section 5](#)

[Transition Coalition: Transition Assessments for Students with Significant Disabilities](#)

Measurable Postsecondary Goals—Education/Training for Employment

The CCR IEP discussion and conversation along with informal or formal assessments will drive the creation of appropriate postsecondary goals and transition services. The goals should reflect high expectations and look to the future, keeping in mind the student’s strengths, stamina, and ability level. For nearly all students, these unique areas of preferences and skills can relate to postsecondary employment and/or training goals. Yet, in some situations, the CCR IEP team *may* determine it is appropriate for the education/ training goals to relate to other needs, such as health or independent living.

Scenarios and Sample PTPs

Scenario #1

Nathan is a 15-year-old just finishing up middle school. He does not communicate with spoken language but uses an iPad App with pictures to communicate his wants and needs. He needs direct assistance and monitoring for feeding and toileting. He also has a mild seizure disorder. Next year in high school, he will begin community-based instruction for work-based learning experiences and independent living. During participation in a middle school school-based business and in general education activities and classes, Nathan has shown a preference for social environments. Through further teacher observations, it was shared Nathan is most engaged with tasks that require putting things in and out of bins through sorting and tasks that require handling paper and laminated items. Nathan’s parents added that he has shown more independence and wants to be working like his brother. The IEP team discussed the possibility of working in local businesses that have brochures displayed and need them stocked.

Education/Training:

After high school Nathan will:

- Receive on-the-job training (including apprenticeship)

Additional information box: With the assistance of a job coach, Nathan will receive training to place brochures in display racks in offices and local hotels.

Employment:

After completing or obtaining postsecondary education or training, Nathan will be employed as a/an:

- Cluster: Marketing
- Pathway: Merchandising
- Career: Merchandise Displayer

Additional Information Box: Nathan will be working with a local business stocking brochure racks.

Follow Link to Full Sample PTP: <https://www.witig.org/resource-link.html?id=31456>

Scenario #2

Megan is 17 years old. She has been on homebound instruction since elementary school due to significant medical needs. She has daily nursing care for her dressing, bathing and feeding. She travels occasionally to the community with full assistance in her wheelchair. She enjoys listening to music and watching fast moving and colorful videos. She is working on reaching out to grasp items and tolerating her dressing and bathing routines. She also has daily exercises designed by the occupational therapist to improve range of motion. She has just been introduced to operating a one choice switch. Megan's parents would like her to be part of family outings as much as possible and for Megan to have choices in her life. Based on this information the team developed these education and employment goals:

<p>Education/Training: After high school Megan will:</p> <ul style="list-style-type: none">• Other: receive training in her home to improve her ability to operate a double switch for demonstrating choice. <p><i>Additional Information Box:</i> Megan currently does not attend school due to being medically fragile. She is assisted in all her daily care needs. She has limited motor functioning due to Cerebral Palsy but will reach towards items.</p>	<p>Employment: After completing or obtaining postsecondary education or training, Megan will be employed as a/an:</p> <ul style="list-style-type: none">• Cluster: Arts, Audio/Video Technology & Communication• Pathway: Audio & Video Technology and Film• Other: Volunteer Library AV Assistant <p><i>Additional Information Box:</i> Employment goal is based on information provided from caregivers and student's interest in movies and music. Megan will attempt to volunteer at library monthly, when able.</p>
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Follow Link to Full Sample PTP: <https://www.witig.org/resource-link.html?id=31457>

Scenario #3

Holly is a 16 year old young lady who enjoys the outdoors, community gatherings and activities in the family warm-water pool. She is living at home with her mother and father. Holly has a rare chromosomal disorder resulting in development delays and health concerns. She is deaf/blind and does not have a formal communication system. She prefers tactile experiences. Although she can walk with assistance, she uses a wheelchair to get around. Overall, Holly requires direct assistance for eating, personal hygiene and mobility. Through school vocational training experiences, Holly has shown a preference for tasks involving social interactions, such as delivering school mail. Through a discovery process with Holly and her family, it was learned she can carry out and initiate meaningful routines in personal care and household chores. Her favorite chore is taking warm clothes out of a dryer. It was also learned that she prefers any task that involves water. Her family has a goal for Holly to be safely supervised in the community and sees part-time employment with supports as part of her future. Based on the CCR IEP team discussion, the following education and employment goals were developed:

<p>Education/Training: After high school Holly will:</p> <ul style="list-style-type: none"> • Receive on the job training (including apprenticeship) <p><i>Additional Information:</i> Holly will receive one on one support and personal care assistance to assist her with her job tasks. Holly will also need a customized tray attached to her wheelchair to complete the expected tasks of her career choice.</p>	<p>Employment: After completing or obtaining postsecondary education or training, Holly will be employed as a/an:</p> <ul style="list-style-type: none"> • Cluster: Agriculture, Food & Natural Resources • Pathway: Plant Systems • Career: Nursery Worker <p><i>Additional Information:</i> Through the discovery process and observations, Holly has shown an interest in the outdoors and water based activities. A job watering plants at a nursery is currently being explored.</p>
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Follow Link to Full Sample PTP: <https://www.witig.org/resource-link.html?id=31458>

Scenario #4

Tanner is 20 years old. He uses a set of basic signs to communicate. He uses an iPad with individualized picture communication boards to make requests and give greetings. He is mobile and semi-independent in toileting. Tanner has always liked to be around people and to be busy. He enjoys seeing the results of his work. He also likes to give items to people and watch their reactions. He had been in art classes all through high school. During these classes Tanner had shown a preference for working with clay. He developed skills in creating items with clay and likes putting them in a kiln. Through picture work inventories with his teacher and discussions with his family, Tanner consistently picks art activities over all other choices. When he left the high school setting, his art teacher connected him with a local artist organization. The discussion at the IEP meeting created these training and employment goals.

<p>Education/Training: After high school Tanner will:</p> <ul style="list-style-type: none"> • Other: will learn how to set-up and operate his own pottery business through one to one training by a community specialist <p><i>Additional information:</i> Tanner is in the process of working with an employment specialist to begin this work. He will need support to create and maintain this business.</p>	<p>Employment: After completing or obtaining postsecondary education or training, Tanner will be employed as a/an:</p> <ul style="list-style-type: none"> • Cluster: Arts, Audio/Video Technology • Pathway: Visual Arts • Career: Craft Artist <p><i>Additional Information:</i> Tanner will become an entrepreneur creating wind chimes and wall pockets.</p>
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Follow Link to Full Sample PTP: <https://www.witig.org/resource-link.html?id=31459>

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