

# Beyond Age 18 Programming: Best Practices, Challenges and Solutions

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Transition Improvement Grant



WISCONSIN DEPARTMENT OF  
**Public Instruction**  
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# Welcome

## Session Objectives:

- Review foundation of providing special education beyond age 18
- Technical components of beyond age 18 programming
- Common programming design challenges
- Questions, Comments, Wonders



# Transition Programming Beyond Age 18

- [TIG Website](#)
- [Transition Programming Beyond Age 18 Site](#)
- [PDF of Transition Programming Beyond Age 18](#)



Considerations for Transition Programming for Students with Individualized Education Programs (IEP) Beyond Age 18

# Should and Should Not Be...

Should Be:	Shouldn't Be:
Available for any student with an IEP as determined by an IEP team.	Based on a disability category.
An IEP team decision.	Decided by an application process.
Individualized and foundation built by student's IEP and PTP.	A continuation of traditional school day.
Community based focused, post secondary, employment, community belonging.	A self-contained environment and repeat of coursework already completed.

# Should and Should Not Be....

Should Be:	Shouldn't Be:
Supported by braided funding with outside agency support and community resources.	Supported exclusively by school funding.
Mirror a day similar to a student who has left high school in preparation for postsecondary goals.	Mirror a day that works for the school's schedule and doesn't support transition goals.
Meaningful, culturally responsive, and relevant for the student.	A defined schedule and program for all students(i.e. Students all take specific courses and stay until 21).
In a natural environment similar to same age peers.	In a segregated setting with school staff supporting.
Supporting coursework/credits needed to graduate or support goals.	Taking classes over to fill in open time in a schedule.

# The Importance of Gradual Release

- Start conversations early
- Steps to reach the end goal
  - Write it out~provide examples
- Collaboration is key through education
- Who we collaborate with shifts
- Smooth gradual handoff, no cliff
- School supports fade to outside supports
- Release happens differently for each student



# Program vs Programming



- Beyond Age 18 needs to be **individualized programming** aligned to student disability related needs
- IEP Teams should reflect on FAPE as it may shift as students enter Beyond 18
- Like services and instruction may be grouped together  
Scheduling is key!
- A strong network of partners will allow programming to shift as needs change for your students

# It's Messy~ But Doable!

**SPECIAL ED  
TEACHERS TRYING TO  
FINALIZE STUDENTS'  
SCHEDULES**





# The Gray!

- No one set program or curriculum
- Individualized programming
  - Including students with unique needs
- Different resources and supports available
- More time to connect and communicate needed
- Each school, community, county, team is unique!



# Technical Programming Challenges

- Individualizing student schedules
- Staffing
- Transportation
- Balancing the schedule with student needs
- Environmental codes
  - Attendance
- Standards



# Resources for Technical Challenges



- [Sample schedules](#)
- [Transition Action Guide](#)
- [Environmental Codes](#)
- [WI Career Readiness Standards](#)
  - [I can, We Will Implementation Guide](#)
  - [WCRS Professional Learning Modules](#)
- [Social Emotional Learning Competencies](#)

# Working With Families On Program Design

- Families hanging onto school and to 21
- Navigating hard conversations
- Must start transition conversations early
- Behavior is rooted in fear
- Communicating more frequently
- Keeping ideal day/week in mind. Build the steps to get there.
- Traditional vs Non traditional engagement



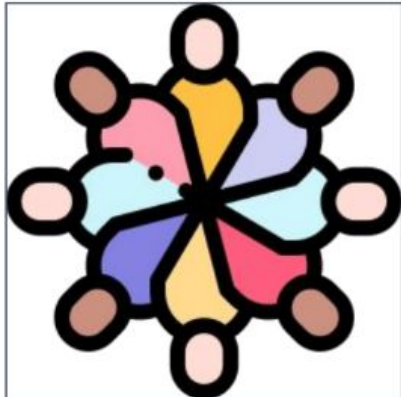
# Disengaged or Unreached?

Are we labeling families as disengaged when they are actually unreached?

Are we ensuring information and family engagement is:



Communicated Effectively



Culturally Relevant



Scheduling Considerations



Accessible Location

# Resources for Working with Families



[Wisconsin Statewide Parent Educator Initiative \(WSPEI\)](#)

[Before Age 18 Website: Action Steps for Families](#)

[BPDD Toolkits Resources for Families](#)

[DPI Webpage Family Support and Advocacy](#)

[Statewide & Community Resources for Families with Children with Disabilities](#)

[WI FACETS: Wisconsin Family Assistance Center for Education, Training & Support](#)

# Collaboration with Transition Partners

- Acknowledge we all care deeply
- Braiding services
- No to hearing “payee of last resort”
- Collaborate with outside agencies
- Meeting on neutral ground
  - Consider Transition Meetings outside IEP
- Think outside the box on transition partners
- Transition Action Guide (TAG)



# Resources for Collaboration

[WIOA Schools-DVR Partnerships](#)

[DWD How DVR and School Work Together For Youth](#)

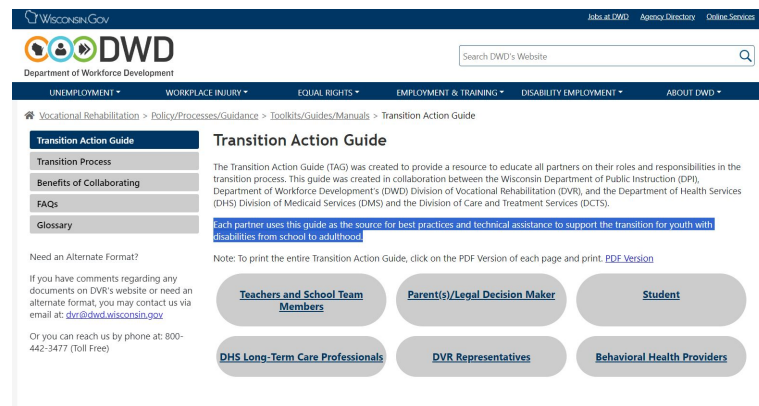
[Transition Action Guide](#)





# Transition Action Guide

- A resource to educate all partners on their roles and responsibilities in the transition process.
- Each partner uses this guide as the source for best practices and technical assistance to support the transition for youth with disabilities from school to adulthood.



The screenshot displays the Wisconsin Department of Workforce Development (DWD) website. The header includes the Wisconsin.gov logo, the DWD logo, and navigation links for Jobs at DWD, Agency Directory, and Online Services. A search bar is located on the right. Below the header, a navigation menu lists various topics: UNEMPLOYMENT, WORKPLACE INJURY, EQUAL RIGHTS, EMPLOYMENT & TRAINING, DISABILITY EMPLOYMENT, and ABOUT DWD. The main content area is titled "Transition Action Guide" and includes a sidebar with links to the Transition Process, Benefits of Collaborating, FAQs, and Glossary. The main text describes the guide's purpose and provides contact information for alternate formats. A note at the bottom encourages users to print the PDF version of each page. At the bottom of the page, there are six buttons representing different stakeholder groups: Teachers and School Team Members, Parent(s)/Legal Decision Maker, Student, DHS Long-Term Care Professionals, DVR Representatives, and Behavioral Health Providers.

Wisconsin.gov  
Jobs at DWD Agency Directory Online Services

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Vocational Rehabilitation > Policy/Processes/Guidance > Toolkits/Guides/Manuals > Transition Action Guide

**Transition Action Guide**

- Transition Process
- Benefits of Collaborating
- FAQs
- Glossary

**Transition Action Guide**

The Transition Action Guide (TAG) was created to provide a resource to educate all partners on their roles and responsibilities in the transition process. This guide was created in collaboration between the Wisconsin Department of Public Instruction (DPI), Department of Workforce Development's (DWD) Division of Vocational Rehabilitation (DVR), and the Department of Health Services (DHS) Division of Medicaid Services (DMS) and the Division of Care and Treatment Services (DCTS).

Each partner uses this guide as the source for best practices and technical assistance to support the transition for youth with disabilities from school to adulthood.

Need an Alternate Format?

If you have comments regarding any documents on DVR's website or need an alternate format, you may contact us via email at: [dvr@dwd.wisconsin.gov](mailto:dvr@dwd.wisconsin.gov)

Or you can reach us by phone at: 800-442-3477 (Toll Free)

Note: To print the entire Transition Action Guide, click on the PDF Version of each page and print: [PDF Version](#)

[Teachers and School Team Members](#) [Parent\(s\)/Legal Decision Maker](#) [Student](#)

[DHS Long-Term Care Professionals](#) [DVR Representatives](#) [Behavioral Health Providers](#)

# Conflict Resolution

When IEP teams, families or transition partners don't agree:

- Meeting as a transition team
- Backwards planning from student's ideal day
- Student voice
- All partners approaching their support with a "yes"
- [Dispute resolution options](#)



# How Do IEP Teams Make Beyond 18 Decisions?

- Start conversations early
- IEP teams make the individualized decision
  - Start with the postsecondary goals
- Ensure all the appropriate transition partners at at the table
- Regularly revisit programming design
- **Reminder:** there should not be set criteria for accessing Beyond Age 18 services

# Questions ~ Comments ~ Wonders



# Contact Us



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[TIG Contact Page Link](#)