

# Transitions for Individuals with Intellectual Disabilities

Interim Study



**OKLAHOMA**  
Education



# Presenters

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# Responsibilities of Schools/Districts

# Individuals with Disabilities Education Act (IDEA)

- The purposes of IDEA include ensuring that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs AND
- prepare them for further education, employment and independent living.  
[34 CFR 300.1(a)] [20 U.S.C. 1400(d)(1)(A)]

# Transition Services (IDEA 2004)

**Transition services** means a coordinated set of activities for a child with a disability that—

- is designed to be within a **results-oriented process**, that is focused on improving the **academic and functional** achievement of the child with a disability to **facilitate the child’s movement from school to post-school activities**, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

# Types of Transition Services

Based on the child's needs, taking into account the child's strengths, preferences, and interests; and includes:

- Instruction
- Related services
- Community experiences
- **Employment\*** and other post-school adult living objectives
- Daily living skills and provision of a functional vocational evaluation, if appropriate.

- **34 CFR §300.43**

# Oklahoma State Policy

- Secondary transition services must be in effect at the **beginning** of the student's **ninth grade year** or by **age 16**, whichever occurs first.
- This means that the Transition Plan must be developed and included as part of the Individualized Education Program (IEP) during the student's 8th grade year.

## [OK Special Education Policies](#)

# IDEA Funding

## How it Works

## What It Can Pay For



# IDEA Part B Funds

- IDEA Part B funds are Federal funds the Local Education Agency (LEA) receives to help support the special education program and implement IDEA.
- These funds must be used to supplement, not supplant, state and local funding. They may be used for:
  - Special Education & Related Services
  - Appropriate Technology for Special Education
  - Coordinated Early Intervening Services

# IEP Teams Who? How?

# IEP Team Members

## Required Members

- Parent or Adult Student
- Special Education Teacher
- Regular Education Teacher
- Administrator

## Other Team Members (As Appropriate)

- Child\*
- Related Service Provider
- Qualified Examiner
- Representative of Transition Agency
- Other Representatives

# Student Participation

- The student must be invited to attend the IEP meeting if a purpose of the meeting will be the consideration of the postsecondary goals and the transition services needed to assist the student in reaching those goals.
- If the student does not attend, the team must take steps to ensure that the student's preferences and interests are considered.

# Parent Participation

- It is the responsibility of the Local Educational Agency (LEA) to ensure that parent(s) are given the opportunity to participate in the development or revision of the IEP. The LEA must take steps to ensure that one or both of the student's parents are present at each IEP meeting. Meetings must be held at a mutually agreed upon time and place.

# Outside Agency Participation

- Representatives of participating outside agencies that are likely to be providing or paying for transition services must be invited with parent or student consent (if 18)
  - OK Career Tech
  - Department of Rehabilitation Services (DRS)
  - Department of Human Services Developmental Disabilities Services (DDS)
  - Mental Health
  - Independent Living Center
  - Community Providers

# IEP Team Collaboration

- The IEP is a written document that is developed for each eligible student with a disability and documents specially designed instruction and related services.
- The IEP is the product of a team that collaborates with parent(s), student (as appropriate), Local Education Agency (LEA) personnel, and other IEP team members who, through full and equal participation, identify the unique needs of a student with a disability and plan the special education services to meet those needs.

# Developing the IEP

- In developing each student's IEP, the IEP team must consider:
  - The strengths of the student
  - The concerns of the parents for enhancing the education of their student
  - The results of the initial or most recent evaluation of the student
  - The academic achievement, developmental, and functional needs of the student
  - The provision of a free appropriate public education (FAPE)



# Variation Across the State in Services/Structure?

# Transition Services/Structure

- Vary greatly from district to district
- Large urban districts tend to offer more transition services and have specific transition programs
- A few large districts employ a Transition Specialist
- Many students are now receiving and benefitting from Pre-Employment Transition Services (Pre-ETS)
- Both rural and urban districts struggle with financial and staffing issues
- Rural districts report a lack of businesses for work-based learning opportunities and a lack of personnel to provide community experiences
- Districts rely heavily on DRS for work study and other transition programs

# Graduation and Retention Rates

# How many students on IEPs stay through 21?

| 2021                               | # of Seniors with ID/MD enrolled | # of Seniors who graduated | # of Seniors who remained enrolled | # of Seniors who exited |
|------------------------------------|----------------------------------|----------------------------|------------------------------------|-------------------------|
| Students with ID                   | 618                              | 492 (80%)                  | 89 (14%)                           | 36 (6%)                 |
| Students with MD                   | 159                              | 109 (69%)                  | 44 (28%)                           | 6 (4%)                  |
| Total # of Students with ID and MD | 777                              | 601 (77%)                  | 133 (17%)                          | 42 (5%)                 |

# Barriers When Students Do Not Graduate at 18

- If the district does not have a specific transition program, they may repeat the same classes or take classes that may not facilitate their movement from school to post-school activities and result in successful outcomes
- May miss out on postsecondary opportunities (although there are limited options)
  - WorkForce programs
  - Project Search (adult programs)
  - Vocational programs

# Opportunities When Students Do Not Graduate at 18

- More time to achieve IEP goals
- More time to focus on transition goals and skills (employability skills, life skills)
  - Project Search High School Programs (Oklahoma City, Norman, Moore, Enid)
  - Career Exploration (Central Tech, serves 13 High Schools)
  - Transition Program (Lawton Public School)