

Arkansas Transition Services presents:



Understanding Transition Planning

Guidance for Parents/Families of Students with Disabilities

October 1, 2025



This session will be recorded.

*Recording and slides will be emailed to participants.
Please put all questions in the chat box.*

A top-down view of a desk with a cup of coffee, a keyboard, cookies, and colored pencils. The word "Introduction" is written in a stylized, hand-drawn font in the center of the image.

Introduction

Lunch and Learn for Parents and Families

- *Held quarterly each school year.*
- *Information requested by parents and families via ATS survey – look for a new one in the Spring 2026!*
- *All sessions recorded and housed on our YouTube channel.*
- *Slides will be emailed to the address provided.*
- *Please stay muted until the Question time at the end.*
- *Put any questions in the chat if you don't want to verbally ask.*
- *We will be respectful of time and adhere to not exceeding the one hour timeframe.*



Welcome & Purpose

- Learn about transition planning
- Understand why it matters for your child
- Discover how parents can play a key role



What is Transition Planning?

- Starts at age 16 (sometimes earlier)
- Part of the Individualized Education Program (IEP) process
- Focuses on life after high school: education, work, independent living
- Creates a roadmap for the future



Key Parts of Transition Planning

- Postsecondary goals (after high school)
- Transition services & activities (things to do in high school to reach those post-school goals)
- Courses of study (courses related to reaching goals)
- Annual IEP goals (goals that support the student getting through school and moving toward goals)



Postsecondary Goals



- Clear goals for after high school
- Cover education/training, work, independent living
- Based on assessments of strengths, interests, and needs



Transition Services & Activities

- Hands-on experiences build skills; helping make connections
- Examples: job shadowing, practicing daily living, learning self-advocacy; explore programs with agencies



Courses of Study & Annual Goals

- Classes linked to student's future goals – this includes those core classes
- Annual IEP goals break big goals into smaller steps



The Role of Families

- Parents know their child best
- Ask key questions in IEP meetings
- Support independence and self-advocacy



Questions Parents Can Ask

- What are my child's strengths and needs?
- What are their goals for life after high school?
- How will school prepare them?
- What supports will my child need now and later?
- How can we encourage self-determination?
- Any question you would like an answer to!



Tool for Parents:



Questions for Families To Ask in Transition IEP Meetings

At Arkansas Transition Services, our mission is to effectively assist students with disabilities, educators, parents, agency personnel and community members in preparing students to transition from school to adult life and reach positive post-school outcomes.

Question 1: What are my child's unique strengths and needs?

- Do these professionals truly know my child's (interests, preferences, skills, abilities, as well as weaknesses)?
- Can we discuss the amazing characteristics of my child and how we can build on these strengths? Could we invite my child to share their strengths with the team?
- Does my child know how to explain their disability and advocate for supports?

Question 2: What is the purpose of this IEP for my child (annual and post-school)?

- Have we all agreed on a) the ways my child's disability interferes with their progress and b) what growth we want to see in their skills, understandings, and behaviors this year?
- What are my child's goals for post-secondary employment, further education, and independent living? How did we learn what they want?
- Does the whole IEP reflect these outcomes? What short term (annual) steps would be needed to reach those outcomes?

Question 3: What learning experiences, linkages, & activities are planned to prepare my child for their targeted transition outcomes?

- What have we learned about my child from transition assessments? (career interests, aptitudes, preferences, potential learning)
- What transition-related activities would be relevant for my child this year?
- What community resources & organizations should we investigate that support my child's transition outcomes? What can our family do to support our child's transition outcomes?
- Can we invite agencies to attend the IEP meeting and share information with the IEP team if possible or would it be better to connect with the agency outside of the IEP meeting?

Transition Plan in Action

- Student loves animals → wants pet store job → goal: will work in a pet store
- Activities: job shadow at animal shelter
- Courses: business or animal science
- Supports: checklist apps, verbal instructions
- Parent role: explore resources, practice interviews



The Importance of Agency Connections

- Interagency collaboration is a clear, purposeful, and carefully designed process.
- Promotes collaboration across agencies and programs to support outcomes for youth.
- Ideas for Families:
 - **Ask about agencies that may support your student, such as:**
 - Arkansas Rehabilitation Services
 - Arkansas Workforce Services
 - Division of Developmental Disabilities Services
 - Project AWIN
 - Division of Services for the Blind
 - Center for Exceptional Families
 - Disability support services at post-secondary institutions



Agency Resource Guide

INFORMATION RESOURCE LIST

(1) ACESS aces@cedarspring.org (501) 217-8800	(15) Arkansas Spinal Cord Commission arssc@cedarspring.org (501) 298-1788 (800) 459-1517	(20) Governor's Developmental Disabilities Council ddc@cedarspring.org (501) 881-2989 (855) 627-7580
(2) Arkansas Adult Learning Resource Center (AALRC) aalc@cedarspring.org (501) 907-2400 (877) 983-4433	(16) Arkansas Transition Services (ATS) arktrans@cedarspring.com (501) 375-8487	(30) Increasing Capabilities Access Network (ICAN) ican@cedarspring.org (501) 898-9988 (800) 828-2799
(3) Arkansas Affiliate of the Association on Higher Education & Disabilities (ARAAHE-AD) arahaad@cedarspring.org	(17) Arkansas Waver Association arwa@cedarspring.org (479) 927-4100	(31) Independent Case Management icm@cedarspring.org (501) 228-0083 (800) 409-5720
(4) Arkansas Career Development Center (ACDC) www.arkansas.gov/arc-act/abilities-services-act/arkansas-career-development-center arcdc@cedarspring.com (501) 701-8353	(18) Center for Arkansas Legal Services arcls@cedarspring.org (501) 378-3423	(32) Integrity, Inc. integrity@cedarspring.org (501) 814-7200
(5) Arkansas Child Find Project arccfp@cedarspring.org (800) 482-8437	(19) The Center for Exceptional Families thecenterforexceptionalfamilies.org (870) 338-3012 (888) 380-8854	(33) Job Corps jcbrock@cedarspring.org (501) 818-5201 (800) 733-8827
(6) Arkansas Division of Career & Technical Education (CTE) cte.arkansas.gov (501) 882-1500	(26) Centers for Medicare & Medicaid Services (CMS) cms.arkansas.gov (800) 833-4227	(34) Learning Disabilities Association of Arkansas lda-arkansas.org (501) 898-8777
(7) Arkansas Department of Health (ADH) health.arkansas.gov (501) 881-2000 (800) 482-0599	(21) Disability Determination for Social Security Administration (DDSSA) ddssa.arkansas.gov (501) 882-3030 (888) 563-0933	(35) National Alliance on Mental Illness (NAMI) Arkansas nami.arkansas.org (501) 881-1548 (800) 844-0381
(8) Arkansas Department of Higher Education (ADHE) adhe.edu (501) 371-2000	(22) Disability Rights Arkansas disabilityrightsark.org (501) 298-1773 (800) 482-1174	(36) Partners for Inclusive Communities partnersforinclusion.org (501) 301-1100 (800) 342-2923
(9) Arkansas Department of Human Services (DHS) dhs.arkansas.gov (501) 882-1001	(23) Division of Developmental Disabilities Services ddds.arkansas.gov www.arkansas.gov/act/abilities-services-act/division-of-developmental-disabilities-services (501) 883-0870	(37) Pathfinder, Inc. pathfinder@cedarspring.org (501) 982-0526
(10) Arkansas Department of Workforce Services (DWS) dws.arkansas.gov (501) 882-2121 (844) 908-2178	(24) Division of Elementary & Secondary Education-Special Education (DESE) dese.arkansas.gov dese.arkansas.gov/office-of-special-education (501) 882-4221	(38) Project AWIN awin@cedarspring.org (479) 442-5800 (888) 988-7842
(11) Arkansas Disability Coalition (ADC) adc@cedarspring.org (501) 814-7020 (800) 223-1330	(25) Division of Services for the Blind dsvb.arkansas.gov dsvb.arkansas.gov/services-for-the-blind (501) 882-5483 (800) 980-5270	(39) Project SEARCH Arkansas search@cedarspring.org (501) 529-3139
(12) Arkansas Enterprise for the Developmentally Disabled aed@cedarspring.org (501) 898-0248	(28) Eschwege Arkansas eschwege@cedarspring.com (501) 387-1200	(40) United Cerebral Palsy (UCP) ucp@cedarspring.org (501) 224-8087 (800) 872-5827
(13) Arkansas Independent Living Council ilc@cedarspring.org (501) 372-0807 (800) 772-0807	(27) Friendship Community Care fccc@cedarspring.org (479) 967-2322 (800) 481-1763	(41) University of Arkansas Autism Support Program autism@cedarspring.org (479) 595-8071
(14) Arkansas Rehabilitation Services (ARS) ars.arkansas.gov (501) 298-1600 (800) 330-8832	(29) Goodwill Industries of Arkansas goodwillark.org (501) 372-5100 (877) 372-5151	

For a list of some of the local agencies available in your area, please visit: myurl.com/localagenciesinAR
If you'd like to request changes to agency contact information, please email: jennifer.dibe@ade.arkansas.gov

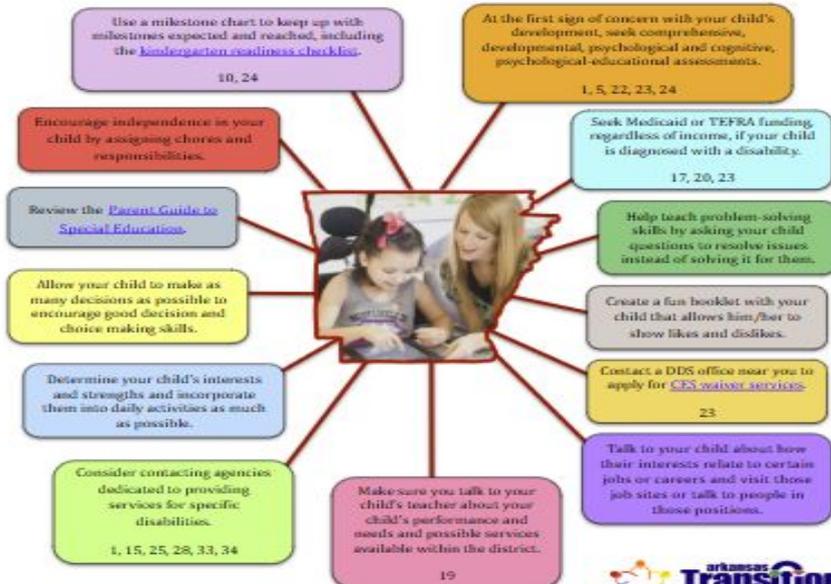
SECONDARY TRANSITION PREPARATION ACTIVITIES

IT'S NEVER TOO EARLY TO START PLANNING FOR A CHILD'S FUTURE

These activities are suggested by various agencies for parents and their students with disabilities as they prepare for life after high school. These can be done at different times and some can be repeated throughout the school career. The numbers with the activities correlate to agencies that might be able to assist with the activity and are listed on the back panel.

ARKANSAS
The Natural State

BIRTH TO ELEMENTARY



Summary of Performance (SOP)

- Given at graduation or exit
- Summarizes skills, supports, and recommendations
- Helps colleges, training programs, and employers understand needs



**important for students to understand it and the contents*

Summary Of Performance

NATIONALLY RATIFIED SUMMARY OF PERFORMANCE MODEL TEMPLATE

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This template was developed by the National Transition Documentation Summit © 2005 based on the initial work of Stan Shaw, Carol Kochhar-Bryant, Marge Katz, Ken Rasvadat, and David Parkar. It reflects the contributions and suggestions of numerous stakeholders in professional organizations, school districts and universities particularly the Connecticut Interagency Transition Task Force. It is available to be freely copied and adapted for educational purposes. The model template has been formally ratified by the Council for Exceptional Children's Division on Career Development and Transition (DCDT), Division on Learning Disabilities (DLD), and Council on Educational Diagnostic Services (CEDS), Learning Disability Association (LDA), the Higher Education Consortium for Special Education (HECSE), and the Council for Learning Disabilities (CLD).

Part 1: Background Information

Student Name: _____	Date of Birth: _____	Year of Graduation/Exit: _____
Address: _____ (Street) (Town, state) (Zip code)		
Telephone Number: _____	Primary Language: _____	
Current School: _____	City: _____	
Student's primary disability (Diagnosis): _____		
Student's secondary disability (Diagnosis), if applicable: _____		
When was the student's disability (or disabilities) formally diagnosed? _____		
If English is not the student's primary language, what services were provided for this student as an English language learner? _____ _____		
Date of most recent IEP or most recent 504 plan: _____ Date this Summary was completed: _____		
This form was completed by: Name: _____ Title: _____		
School: _____	E-mail: _____	Telephone Number: _____



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Please check and include the most recent copy of assessment reports that you are attaching that diagnose and clearly identify the student's disability or functional limitations and/or that will assist in postsecondary planning:

- | | |
|--|--|
| <input type="checkbox"/> Psychological/cognitive | <input type="checkbox"/> Response to Intervention (RTI) |
| <input type="checkbox"/> Neuropsychological | <input type="checkbox"/> Language proficiency assessments |
| <input type="checkbox"/> Medical/physical | <input type="checkbox"/> Reading assessments |
| <input type="checkbox"/> Achievement/academics | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Adaptive behavior | <input type="checkbox"/> Behavioral analysis |
| <input type="checkbox"/> Social-interpersonal skills | <input type="checkbox"/> Classroom observations (or in other settings) |
| <input type="checkbox"/> Community-based assessment | <input type="checkbox"/> Career/vocational or transition assessment |
| <input type="checkbox"/> Self-determination | <input type="checkbox"/> Assistive technology |
| <input type="checkbox"/> Informal assessment: _____ | |
| <input type="checkbox"/> Other: _____ | |

Part 2 – Student's Postsecondary Goal(s)

1. _____
2. _____
3. _____
If employment is the primary goal, the top three job interests: _____ _____ _____

Letter to Accompany SOP

Sample Letter to Accompany Summary of Performance

TO: My Postsecondary Service Provider
FROM: (Student's name)
DATE: (Date letter is written and sent)
SUBJECT: My Public School Summary of Performance Report

Attached you will find my public school Summary of Performance (SOP). I developed this summary with help from my parents, teachers, and other service providers. It contains the following sections.

1. My post-school goals for one year after leaving high school.
2. My perceptions of my disability, supports that work best for me, and accommodations that may be addressed in post-school settings.
3. The school's perspective on my disability and recommendations for supports and accommodations from high school professionals.
4. A summary of my high school academic achievement and functional performance.

Each section contains information that is important for my success. Please review the information carefully. I will be happy to schedule a time to visit with you about any of the information in my Summary of Performance

Thank you for your time.

Sincerely,

John Doe
123 School Road
Enid, OK 73000
(405) 555-1111
student@mail.com

from Oklahoma State Department of Education, Special Education Services



Why Family/Parent Engagement Matters

- Family, parents bring unique insights
- Family, parent involvement improves post-school outcomes
- Family, parents, bring additional support
- Family, parents connect school plans with real-world opportunities



Wrap-Up & Questions

- Transition = roadmap for the future
- Family/Parents = key partners in planning
- Work with schools to help your child succeed
- Ask the questions
- Any questions for us today?



Arkansas Transition Services

- Spend some time on our website to learn about:
 - Tools to help you prepare and help support your child.
 - Tools to help your child as they transition to post-school options.
 - Camps that promote self-advocacy, leadership, and growth as they work to reach post-school goals.



ATS Website

www.arkansastransition.com



Upcoming Family/Parent Lunch & Learn Sessions

- Student-Led IEPs: **November 12**
- ATS Website Resources: **January 28**
- Agency Services and Programs: **March 18**

Mark your calendars...registration will be emailed.



What did we miss?

<https://forms.gle/Lt2ZbCZED8B4o8by6>

